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THE LIBRARY JOURNAL

VOL. 53 APRIL 15, 1928 NO. 8

LIBRARIES IN INDIANA
Louis J. Bailey

TEACHING THE HISTORY UNIT IN REFERENCE WORK
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THE LIBRARY JOURNAL

APRIL 15, 1928

LIBRARIES IN INDIANA

BY LOUIS J. BAILEY,

Director of the Indiana State Library Department

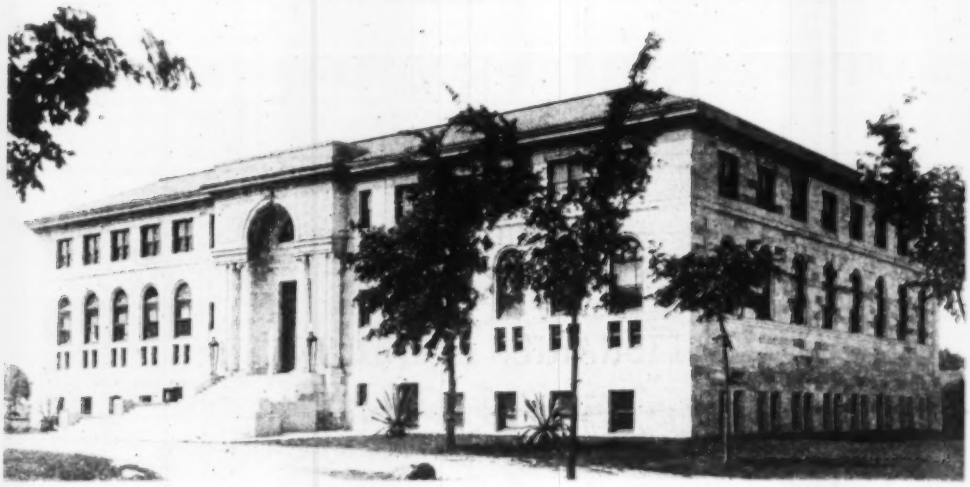
LIBRARY beginnings in Indiana go back to the days when Indiana Territory was the western frontier—now the states of Indiana, Illinois, Michigan and Wisconsin. William Henry Harrison was governor, later to become president as "Old Tippecanoe." "At a meeting of a number of citizens of Vincennes and its vicinity at William Hays' home, on the 20th of July, 1806, met those who were desirous to promote the formation of a circulating library. Governor Harrison was called to the chair and Benjamin Parke appointed secretary." The Vincennes library company thus begun was active until the Civil War, a catastrophe which seriously affected many well planned educational schemes.

In November of the same year the territorial legislature incorporated Vincennes University and "for the purpose of procuring a library" and other apparatus, the trustees were authorized to establish a lottery and to raise thereby not to exceed $20,000. In later years the lottery was claimed as a "vested right." It took the Federal Supreme Court to dissolve it as late as 1833, and the library is said to have benefitted only to the extent of $3,000. Both libraries exist today and the Vincennes Public Library is very prosperous after its many transmutations in form.

This same good Benjamin Parke it was who introduced a resolution in the Constitutional Convention of 1816 asking that the General Assembly appropriate money "to the purchase of books for a library for the use of the legislature and other officers of government." True enough the Assembly took nine years to make the appropriation but at that the Indiana State Library is one of the first half dozen established in this country.

Until 1841 the Secretary of State was ex-officio librarian but received an extra $125 annually for performing his duties. Since that date twenty-four librarians have been elected by the legislature or appointed by state boards. Best remembered of these perhaps are John B. Dillon, early historian, Nathaniel Bolton, Jacob P. Dunn, Miss Mary Eileen Ahern, William E. Henry and Demarchus C. Brown. In 1903 the use of books from the State Library was extended to the people of the state, since when the growth of the library has been greatly increased and its "mail-order" service much extended. In a total of 140,000 volumes it has a notable collection of Indiana material, having devoted special attention to local history for many years. In this collection books are supplemented by pamphlets, maps, broadsides, photographs, thousands of manuscripts and a collection of five thousand bound volumes of Indiana newspapers. The collection of public documents is very complete along Federal lines, good in state documents, and has a representative selection of Parliamentary papers. The John H. Holliday collection on the Civil War of sixteen hundred volumes and many pamphlets is a valuable one. The State Library has the only circulating collection of books for the blind in Indiana.

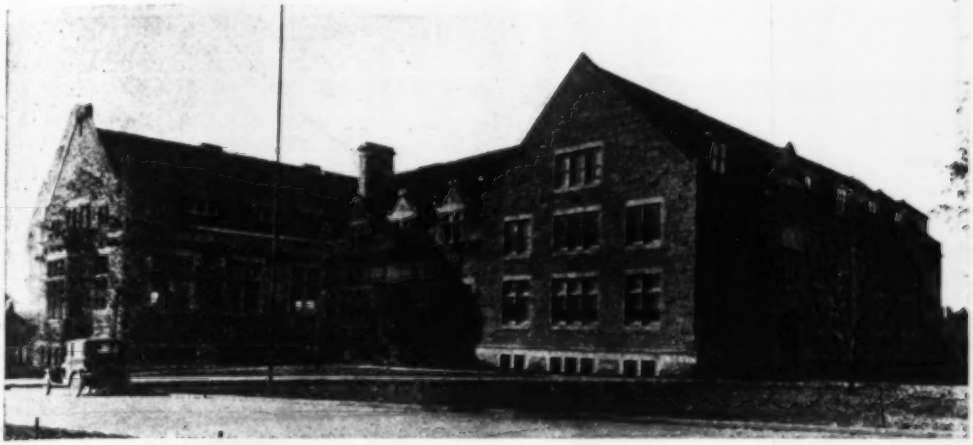
When Indiana became the nineteenth state in the Union it had a population of 63,897 scattered thru thirteen counties along the Ohio and Wabash rivers. New interest in county libraries serves to recall that this 1816 Constitutional Convention provided that "at least ten per cent be reserved out of the proceeds of the sale of town lots in the seat of justice of (each) such county for the use of a public library for such county." Additional legislation was provided as necessary so that the 1850 census shows fifty-eight county libraries containing 16,000



LIBRARY OF NOTRE DAME UNIVERSITY

volumes. With the increase of population dissatisfaction developed with a small collection of books located at the county seat. This was voiced in the new school law which followed the adoption of a new constitution in 1852. This was ascribed to Robert Dale Owen of New Harmony and Caleb Mills, "father of free schools" in Indiana. The libraries, along with the new free schools, were placed on a township basis and in three years $270,000 collected and spent for books which were distributed among the townships, about three hundred volumes in each. The books were thoroly appreciated and abundantly read but for lack of annual funds to add and repair books they rapidly decreased in usefulness. War years prevented attempts to revive interest in them and their influence gradually dwindled. One interesting development at this period was the "Maclure" libraries. William Maclure, the first president of the Philadelphia Academy of Science and a man of large fortune was associated with Robert Dale Owen at New Harmony in Posey County. Not only was he a patron and friend of science, but he was interested in helping the working classes, choosing workmen's institutes as his favorite agency. With Owen he had joined in establishing the New Harmony Workingmen's Institute in 1838, still active and one of the largest educational projects enjoyed by any small town in the state. On his death in 1840 his will provided for the donation of five hundred dollars "to any club or society of laborers who may establish, in any part of the United States, a reading and lecture room with a library of at least one hundred volumes." Because of litigation the distribution of funds was not begun until 1855, but in four years one hundred and forty-four associations ("Workingmen's," "Mechanics," "Literary") received donations in eighty-nine of the state's ninety-two counties. A small number were given in Illinois also. Because of the lack of proper conditions for perpetuation the Maclure libraries suffered the same fate as the township libraries. They did a great service in their day, how-

BOOKS FOR ST. JOSEPH'S HOSPITAL FROM THE FORT WAYNE LIBRARY



INDIANA UNIVERSITY LIBRARY AT BLOOMINGTON

ever, and many a man of the last generation looked back with gratitude to their influence.

The lesson was not lost that libraries wear out and must be replenished, that they must be organized and protected by those interested in them. Legislation from the '70s onward provided various means of organization, thru school boards, private and semi-public bodies. The establishment of the Public Library Commission in 1899 thru the interest of the Union of Literary Clubs proved to be the beginning of a new era. The enactment of a new law in 1901 giving liberal powers to a town or township library board together with Mr. Carnegie's gifts which began at that time, have led to the permanent establishment of many libraries. There have been erected 164 Carnegie buildings at a cost of $2,508,664. As a result of other gifts and taxation twenty-eight additional buildings have been built costing another two million dollars. In all there are registered two hundred and fifteen public libraries. The largest of these is the Indianapolis Public Library with its exceptionally beautiful central building, its seventeen branches, 450,000 volumes, over a hundred thousand borrowers and an annual circulation well over the two million mark. It is a notable example of the best American public library practice with its specialized children's work, school co-operation, adult education service, technology, art and medical collections and special teachers' and business branches. The other first class cities—Fort Wayne, Evansville, South Bend, Gary and Terre Haute—have each developed outstanding city systems, the first two also giving county service.

THE WAYNESIDE DEPOSIT IN A STORE IS AN ALLEN COUNTY LIBRARY DEPOSIT

The law permits town library service to be extended to townships and 157 libraries have taken advantage of this to give rural service to some 312 townships. Advantageous as this is there are still over six hundred townships without any local library service. The county has begun to be recognized as a workable unit and thirteen of 92 counties have been organized on that basis. Nearly all of these counties are receiving very good rural service and the good example should prove contagious. Allen, Vanderburgh and Cass counties with well developed city libraries at Fort Wayne, Evansville and Logansport to support

EARLHAM COLLEGE LIBRARY

them have shown a large measure of success. With nearly one-third of the state's population without any local library there is still a large opportunity for development for which the county library alone seems an adequate solution.

The Public Library Commission devoted special attention to helping local librarians and libraries by giving summer instruction. Over eight hundred and fifty librarians and assistants have attended these courses which began in 1901. The first library institute to be held in the United States is said to have been conducted by Miss Cornelia Marvin in the Indianapolis public library in 1896. District meetings have supplemented the larger annual meetings of the Indiana Library Association, and with the many personal visits of library organizers for the Commission, have served to establish standards of good service. The traveling libraries of the Commission have filled a great place in the state in reaching out to small communities and little neighborhoods and in helping struggling libraries. Since 1899 over seven hundred thousand volumes have been sent out to nearly thirteen thousand associations. More recently special attention has been given to organizing and establishing standards for high school libraries. By personal visiting and help in organizing and in co-operation with the State Department of Public Instruction desirable results are being accomplished. Since 1926 the work of the Commission has been carried on as an extension division of the State Library, all library and historical work having been placed in one state department.

Indiana University was provided for legally in 1820 but did not open until 1824 at Bloomington. Naturally a library was of first importance, but fire first in 1854 and again in 1883 totally destroyed its book collections. It is now a library of nearly 200,000 books with excellent special collections in Greek and Latin, French (Molière strong), mathematics and English literature. A new addition last year doubled the size of the building which is one of the finest buildings on the campus. Purdue University at Lafayette has the state's agricultural and technical colleges and its library of 75,000 volumes is strong in its special fields. It is an attractive modern building and is particularly well organized.

Indiana has two state normal schools, at Terre Haute and Muncie, the first being much older and with a fine library of 105,000 volumes in a good building. A number of small colleges were early organized and have good library facilities, Hanover, Wabash, Franklin, DePauw and Earlham. Notre Dame University near South Bend possesses a notable library building, comparatively new, and a good collection of 135,000 volumes. It has received two important botanical collections from Edward Lee Green and Julius Arthur Nieuwland (7,000 volumes). Dr. J. A. Zahm left it his Dante collection of

HARLAN BRANCH, A COUNTY BRANCH OF THE FORT WAYNE LIBRARY

2,300 volumes and his library on South America. It has also a 3,000 volume collection on Irish history and literature.

The College of Missions (at Butler College) in Indianapolis has a special missionary collection of 9,000 volumes particularly strong on Tibet. The Cathedral building at Vincennes is one of the interesting libraries of the state because of its age, its old books and early archives. One half of its 15,000 volumes were printed before

THE WAYNE TANK AND PUMP DEPOSIT OF THE FORT WAYNE PUBLIC LIBRARY

the 17th century and its parish records ante-date the Revolution. St. Anselm's Abbey library at St. Meinrad is a monastic library of 30,000 volumes used by students and professors. Devoted to scholastic subjects, it is strong in Latin and German works.

Law libraries have their strongest representative in the State Law Library of 80,000 volumes under the control of the Supreme Court. Indiana University has a Law School library and the Indianapolis Bar Association has 30,000 volumes in its library. Medicine is best represented in the Indiana University School of Medicine library and the collection of 12,000 volumes in the Indianapolis Public Library. The South Bend Public Library also has a special medical collection gathered and fostered by the county medical society.

It is interesting to know that the public libraries in Indiana in the last year as reported received from taxation $1,700,000 and in gifts, fines, etc., $110,000; that they contain 3,100,000 volumes which circulated over 13,000,000 times among two million of the population and that forty-two per cent of those with access to local libraries are registered card-holders and the expenditure per capita is over ninety cents. The strength and position of libraries in Indiana at the present time is largely due to the devoted, careful work and guidance of those who have been foremost during the past thirty years. The trials and experiments of the past seem to be replacel by permanent ideals and progress for the future is well grounded in present achievements.

ANOTHER EUROPEAN TOUR

THE Open Road in co-operation with the National Student Federation of America and the International Student Hospitality Association announces a European Tour to libraries and literary landmarks of Western Europe for librarians and students during the summer of 1928, under the leadership of Mrs. Bertha V. Hartzell, supervisor of the Library Training Class of the Public Library of the City of Boston. Nine weeks—$750.

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26—EDINBURGH, and the land of Scott and Burns. *The Edinburgh University Library.* Motor trips to the Borders and Border Abbeys.
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Trips to Hampton Court, Windsor, Stoke Poges, and an optional trip to Canterbury and the *Cathedral Library.*
7—BRUSSELS.
8—LOUVAIN. *The New Library.*
9—COLOGNE.
10—Trip up the Rhine by steamer.
11-12—HEIDELBERG. *The University Library.*
13—To Geneva.
14-16—GENEVA. *Library of the League of Nations; The University Library.* Trip by boat around the Lake, stopping at Byron's Castle of Chillon.
17—To Paris.
18-25—PARIS. Visits to the *Bibliothèque Nationale*; the *American Library*; the *American Library School*; "*L'Heure Joyeuse*," the *Children's Library.*
Trips to Chartres, Versailles, Rouen.
26—PARIS to Boulogne. Embark on the S. S. "SIERRA CORDOBA" of the North German Lloyd.
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THE custom of the St. Louis Public Library Board has been for some time to allow six weeks vacation to members of the staff who have served continuously for more than twenty years and two months to those who have served continuously for more than thirty years. At present there are six members who are in the thirty year class, two of them having served nearly thirty-five years. The twenty year class includes eleven persons.

THE TEACHING AND TESTING OF THE UNIT ON HISTORY IN THE REFERENCE COURSE

BY MARTHA CONNER

Instructor in Reference Work in the Carnegie Library School, Pittsburgh, Pa.

THE reference course resolves naturally into the following teaching units: the technique of the study of reference work, general principles for the evaluation of reference books, the study of reference books by subject groups, the practical handling of reference questions, the administration of the reference department, and the compilation of reference lists.

DEFINITION OF TERMS

A unit of the reference course is here developed according to the theory advanced by Professor Morrison in his *Practice of Teaching in the Secondary School*, University of Chicago Press, 1926. The terms used in this study are those used and defined by him in the volume indicated. For the convenience of the reader the more commonly used terms are defined here.

A UNIT is an important part of the course which is capable of being understood rather than of being remembered only. It must be teachable and be capable of being tested for mastery. It must contain the whole group of facts which control the thinking situation.

LEARNING requires mastery of all the principles which are essential to the understanding of the unit. Only essential principles are pertinent.

THE LEARNING CYCLE embraces stimulation, assimilation, and reaction. Stimulation arouses interest which generates the desire to learn; assimilation implies acquiring knowledge of reference books by study and use; thru reaction comes the recognition of the particular reference book to use in a reference situation.

THE TEACHING CYCLE includes exploration, presentation, assimilation, organization and recitation.

MASTERY. A pupil has mastered a unit when he has attained an adjudgment in the form of an understanding of the use of the reference books included in that unit.

THE UNIT ON HISTORY

CONTENT. The teaching unit here developed is the group of reference books on the subject of history. This subject has been chosen because reference books are in print which cover the subject fairly satisfactorily for an elementary reference course. The group of reference books on some subjects, such as literature, is so large and so varied in character that it comprises not only several teaching units but a testing block. For the sake of brevity a subject which may be covered by a single teaching unit has been chosen. Not all the reference books on history can be included in the four hour course. A selection has been made of those which in arrangement and content cover the whole subject. With this unit must be used the books studied in the units Biography, Geography, Sociology, and Periodical Indexes, which have preceded. An attempt will be made to show the connection of this unit with others of the course, such as Literature and Art. Mastery of the books of any one unit is a tool for the study of all others. The student must be made to realize that the whole collection of books on the subject will be needed to supplement the especially prepared reference books which they are studying. The problems assigned require consultation of the card catalog at times for material not to be found in the reference books. The knowledge acquired in the course in Bibliography is indispensable in reference work.

EXPLORATION

By exploration the teacher discovers the pupil's experiental background. "The new must have a point of connection in the existing experience, or else in the existing instinctive equipment of the learner."[1] Therefore it is extremely important to know what that experience is. College graduates in liberal art courses may vary in the amount of history taken, but they are all sure to have had survey courses in ancient and mediaeval history, in modern history of Europe, and in the history of the United States. An inspection of the college records of the class will reveal the proportion of the class who have taken arts courses and those who have taken science courses. It will then remain for the teacher to find out who have had additional elective courses in history, who have majored or minored in the subject, and the breadth of outside reading. Less time need be devoted in class to exploration in this subject than to a subject like Sociology which is not so familiar to the pupils, and it must necessarily be oral,

[1] Morrison, H. C. *Practice of Teaching in the Secondary School*. p. 163.

for presentation follows immediately. Exploration aids in arousing interest and gives the teacher a sense of the point of view for the presentation.

PRESENTATION

OBJECTIVES. With the experiental background of the class clearly in mind the teacher now proceeds to present the objective of the unit, which is an adjustment in the form of an understanding of the use of reference books on the subject History. By analysis of the subject we find that reference questions fall into the following classification, and that therefore a mastery of the unit entails the ability to find these types of historical information.

1. Fairly full information on important topics in the whole field of history.
2. Concise information on topics in universal history.
3. Historical allusions: curious and unusual events, personages, and places.
4. Important events of any particular time.
5. Classical antiquities.
6. Maps and pictorial illustrations.
7. Comprehensive history of our own country.
8. Outlines and bibliographical references for the study of our own and other countries.
9. Current annual survey of the world.
10. Current history and its interpretation.

REFERENCE BOOKS PRESENTED. These have been selected to furnish all the above various types of information, and they are arranged so as to approach the subject from the alphabetic, regional or chronological standpoint. Each pupil has in hand a copy of Mudge's *New Guide to Reference Books*, which is annotated and interleaved for additions and additional notes. Copies of the smaller books, and single volumes of the larger works are taken into the classroom and displayed as described, thus giving the pupil a visual concept of the book. The class follows the titles in the text-book in order to get correct spelling and form of titles and thus preventing confused impression thru defective audition. The various types of information to be found are taken up one by one and the book in which to find each type of information is presented as follows.

1. FAIRLY FULL INFORMATION ON IMPORTANT TOPICS IN UNIVERSAL HISTORY. *The New Larned History for Ready Reference* has been compiled for this very purpose, and as it was published in 1924 it is up-to-date. It is alphabetically arranged for quick use and has good cross references, maps and illustrations. Copies of the conspectus, for which we are indebted to the publishers, have been distributed to the class. As the particular features of the work are described the pupils find them in the conspectus. It is easily seen that the articles are excerpts from the best histories of the subject and are fairly long. Cross references from event to country, such as, "League of Cambrai, see Venice, 1508-1509," are pointed out and the explanation is given that the arrangement is mainly alphabetical by country with cross reference from place and event. Illustrations, maps, and other features are located. That its articles are in proportion to their importance is observed.

2. IDENTIFICATION ONLY OF IMPORTANT TOPICS. Some one wants to know by whom and when the Battle of Lepanto was won and does not want to read a long article; or a list of the famous fires of history; or an outline history of Roumania is wanted. Haydn's *Dictionary of Dates*, alphabetically arranged and concise, will answer all these questions and those of similar nature to its date of publication in 1914.

3. ALLUSIONS. For interpretation of allusions such as the identification of the battlefield called "The Field of the Cloth of Gold," or the significance of the "Laced Shoe Rebellion," or who was called the "Cincinnatus of the West," we will turn to Brewer's *Historic Notebook*, which is made up of just such information and arranged alphabetically so that topics are quickly found.

4. EVENTS OF ANY PARTICULAR TIME. Here is Ploetz' *Manual of Universal History*, which is chronologically arranged. This book is used to approach history from any particular time, and to answer questions as: The chief events of the tenth century in Europe. What happened in 1450? Why is the year 450 the dividing line between ancient and mediaeval history? What was happening in Europe during the years 1775-1783?

5. CLASSICAL ANTIQUITIES. Frequent requests occur for information concerning the social life of the Greeks and Romans. We may need to find a plan of the House of Pansa at Pompeii, or to know the rewards of Phidas for the decoration of the Parthenon, or the rites of the festival of Dionysus. Harper's *Dictionary of Classical Literature and Antiquities* includes all these things.

6. HISTORICAL MAPS. Maps of the changes in political divisions of the world since the beginning of history will be found in Shepard's *Historical Atlas*.

7. HISTORY OF THE UNITED STATES. Much of the reference work on history in any library will be on the history of our own country. There is no scholarly encyclopedia, but Harper's *Encyclopedia of United States History from* 138

to 1912, tho popular in character will be useful in many types of libraries. Under Martha Washington, for instance, one will not find a well rounded biography but one will find the main facts of her life, a description of her person, several portraits, and a picture of her bridal watch. Much illustrative material, pictorial, documentary, facsimiles, and information on small topics such as the Ohio Company, the name of the general who was called "Little Mac," as well as longer historical articles are included in the work, and are its particular features. For further information all the great histories of the United States will have to be consulted at some time, and especial attention is called to the index of the "American Nation Series."

8. PICTORIAL ILLUSTRATIONS. *The Pageant of America* is made up largely of illustrations on every phase of American history. *The New Larned History for Ready Reference* is also well illustrated.

9. BIBLIOGRAPHIC REFERENCES. For references to books and periodical articles on any period or event in American history, as the Kansas-Nebraska Bill, or the discovery and settlement of our Southwest, we use Channing's *Guide to the Study and Reading of American History*, which is a topical arrangement of references. *The New Larned History for Ready Reference* also includes bibliographical references.

10. ANNUAL SUMMARIES. *The Annual Register*, and the yearbooks of the encyclopedias will be consulted for yearly summaries of the world's history.

11. CURRENT HISTORY. For the interpretation of current history attention is called to the periodical indexes studied in a previous unit and to the periodicals studied in another course.

12. ARRANGEMENT OF REFERENCE BOOKS ON HISTORY. It has been discovered by the pupils that this is alphabetic, chronological, or regional according to purpose, and that we may approach the subject from these three angles.

Reference books on biography which have been studied in a previous unit will be reviewed here, as will also books on geography and sociology.

TECHNIQUE. The teacher must have the presentation well planned and abundant illustrations in mind so that she may be free to follow the minds of her class in order to sense whether they are getting the points she is presenting. This will involve pausing to give a second illustration, or going back a point or two and repeating until the faces all register understanding. A teacher not sensitive enough to feel this and to carry her class with her cannot teach. To do this the teacher must not only have had much practice in reference work, but also a broad knowledge of things in general, wide experience in life, and great intellectual curiosity, so that with each unit she is not only able to analyze the subject, but to present interesting new phases which will awaken and hold the interest of the pupils and connect the subject with everyday living.

It is important to keep in mind constantly the adjustment which is to be the result of the study, for if the teacher does not know what she is trying to do there is small hope for the pupils.

To make a good presentation the teacher must be thoroly familiar with the subject, be keenly interested, enthusiastic in manner, and connect the new ideas with the pupils present experience. The unit should be so organized that there are few points and these clearly developed. Do not attempt to give too much detail.[2]

PRESENTATION TEST. This is a test of the presentation only and must not be used for grading purposes. Does the pupil's response indicate that she has caught the idea? In a class of college graduates this should take little time. A few questions on the reason for variety in arrangement of reference book in history, the various types of information the reference librarian needs to be able to find, with the book to be used for each type, will reveal the effect of the presentation. If the test indicates a lack of understanding in many of the pupils there must be re-presentation.

INEFFECTIVE PRESENTATION. Some of the factors which make for ineffective presentation are:[3]

1. Poor control technique.
2. The teacher was not thoroly familiar with the subject.
3. The presentation was not organized so that the essential points were kept clearly in mind and clearly developed.
4. Too much detail was included.
5. Failed to connect with the pupils' present knowledge and went over their heads.
6. The teacher's tone and attitude were neither enthusiastic nor convincing.
7. The unit itself may have been at fault. One test of a unit is that it must be capable of presentation.

ASSIMILATION

When the teacher is satisfied that the pupils have gotten her message the problem is distributed and directions for its solution are clearly given. If the problem is a list of ques-

[2] Ibid. p. 255.
[3] Ibid. p. 255.

tions to be found as a means for studying the books assigned, the questions themselves should be such as to arouse interest and to be worth while answering, and should not be so difficult as to be discouraging. They may increase in difficulty as the course progresses. A specimen problem follows.

PROBLEM

Unit on History

Find the following information and be able to tell how and where you found it.

1. "The year 1759 was a proud year for Great Britain." Why?
2. Find a map of Europe in the reign of Justinian.
3. Find an account of the Pennite Wars in Colonial Pennsylvania.
4. Pictures of Dutch Colonial architecture in America.
5. Connection of Pisistratus with the history of libraries.
6. References for a student who is writing a paper on carpet-bag rule in the South.
7. What was the "Commonwealth of Babina"?
8. Date of the invention of smokeless powder.
9. Copy of Washington's Farewell Address.
10. List of the kings of Bohemia.
11. Origin of the motto of the Prince of Wales, "Ich dien."
12. Why was the Gallipoli Campaign in the Great War so disastrous to the Allies?
13. Significance in history of Sarajevo?
14. A fairly long account of the Thirty Years War.
15. Brief outline history of Serbia.

Care should be taken to explain that the object of the exercise is a knowledge of where and how to find similar information and not the information itself. One question is, "Why was the Gallipoli Campaign in the Great War so disastrous to the Allies?" This is world history of the twentieth century. The notes in your text-book on the books assigned, indicate that *The New Larned History for Ready Reference* has been recently revised so that it covers the Great War. Look up the Gallipoli Campaign, note the amount of information given, its arrangement and character. Look up all the reference features of this work which are noted in your textbook. Pause and without reference to your text-book or notes, recall all the reference features of the work and some of the varieties of material you have noticed in using it, so that you may have many associations and contacts for recall.

Use the following procedure for each question; read the question, read your text-book and notes, decide on the book to be consulted, try out your conclusion. If the information is not found, either your knowledge of the books, or your judgment is at fault. Repeat the procedure until you find the right book, keeping in mind all the while that your objective is a knowledge of reference books. Pupils will eventually be able to formulate and solve their own problems.

A problem such as the following connects this unit with many others of the course and follows one subject thru this unit.

PROBLEM

History of Slavery

1. Name the book in which you found the most comprehensive article on the history of slavery.
2. Find a history of slavery in outline form.
3. Where did you find the best history of slavery in the United States.
4. Position of the slave in Greek Society.
5. The effect of slavery on the social and economic life of our South.
6. Famous slaves of history;
   Who were the "Slave Kings of Delhi?"
   For what is Phyllis Wheatley noted?
   Was St. Luke a freed slave?
   Aesophus as a slave.
7. Find a novel, poem, and drama on the subject of slavery.
8. Find the following illustrative material on the subject;
   Sculpture.
   Painting.
   Pictorial, slave markets, cabins, etc.
9. Find statistics on the slave-trade of the eighteenth century.
   Value of a Greek slave who was a physician.
10. Select three books on the history of slavery.
    Find bibliographic references on the history of slavery in Pennsylvania.

"A large part of the teacher's function in assimilation is the assembling of the material of study and putting the pupil in effective direct contact with his material. When he has developed into a student, the pupil will have learned how to seek his own material and will no longer need the teacher's intimate guidance and supervision."[4]

ORGANIZATION

At the next meeting of the class the teacher calls for reports on the problem and by care-

[4] Ibid. p. 262.

fully planned questioning as to how and where the information was found, helps the pupil organize the unit by associating the various books, their content and arrangement, with their use. "Once more the organization is focused upon the central understanding and not upon the assimilative material. Hence in form it is an outline of a coherent and logical argument and not merely an exhibition of facts."[5] "The organization is not primarily a unit test but a part of the learning process."[6]

RECITATION

The recitation is a representation of the unit by the pupils. One pupil is asked to outline the classes into which reference questions mostly fall. Other pupils follow with discussion of the books to be used for each class and variety. The arrangement of reference books alphabetically, regionally, and chronologically is retold with examples from the problems, and the books having the several arrangements are described. General discussion of the use of the books assigned in different types of libraries is part of the recitation. Questioning and discussion as to which books to use in definite reference situations continue until the teacher is satisfied that the class understands the unit.

MASTERY TEST

The mastery test may be given immediately or it may be given in combination with other units as a testing block. The short answer question of the "Name the book you would consult first to find" variety seems best adapted for this purpose for it is a test of understanding and not merely of memory. In deciding where to look for source material on the Mexican War the pupil will have to reason as follows: This is history of the United States, recall reference books on United States History, reason that Channing's *Guide to the Study and Reading of American History* is a topical list of bibliographic references divided into source material and secondary material. Other forms of the short answer test may be used, as the true-false, completion, matching and best answer, but none affords such good training in reference procedure as the one above illustrated. However it is well to use variety in testing. When the mastery test includes a block of units instead of a single unit, it is advisable to use several forms of the short answer test, but since this test is limited to one unit, one form only is used.

The following test is planned to bring out all the essential features of the books assigned, the principles of the organization of the subject, and the arrangement of the books. It is therefore also a teaching test. Numbers one and six illustrate the finding of bibliographic references, number two a work of regional arrangement in the shape of historical maps, and number twelve, allusions, etc.

[5] Ibid. p. 303.
[6] Ibid. p. 305.

MASTERY TEST ON THE UNIT OF HISTORY

Direction to the pupil. Name the reference work you would consult first to find the following information. Write your answer in the space below the question.

1. Source material on the Mexican War of 1846-1848.
2. An account of the Sixth International Conference of American States at Havana, January, 1928, and an interpretation of its accomplishments.
3. The provisions of the Turkish constitution of 1923.
4. An illustrated article on the history of printing.
5. A chronological outline of the history of Hayti.
6. Who was the "Invisible Prince," and why was he so called?
7. References for a paper on the colonies established in America by Sir Walter Raleigh.
8. The map of Germany after the Peace of Westphalia.
9. Find pictures of the Dutch occupation of New York.
10. The principal events of European history in the seventh century.
11. A list of the Bishops of London.
12. What was the "Political Handkerchief?"
13. Map of Sherman's march to the sea.
14. A history of Bessarabia. Of what country is it now a part?
15. A summary of the history of Albania in the year 1926.
16. The Rigsdag is the legislative body of what country?
17. A copy of Lincoln's first inaugural address.
18. Fairly long account of the Seminole Indian wars.
19. Author and title of two histories of Peru.
20. The educational system of Sparta.
21. The public libraries of ancient Rome.
22. Facsimile of the first American paper money.
23. Important events of August 25, 1926.
24. How are the names to be inscribed in the Hall of Fame chosen?
25. Date on which Colonel Lindbergh landed in Paris.

I have pleasure in making acknowledgement to Dr. Q. A. W. Rohrback of the University of Pittsburgh for guidance in this study.

ARE ACADEMIC LIBRARIANS ALERT?

BY FRANK GRANT LEWIS

Librarian of the Crozer Theological Seminary, Chester, Pa.

As far as I know the group I am disposed to think they are not satisfied with what they are doing. There may be exceptions to this statement. If, however, one were to ask each of us whether we are really alert, every one doubtless would hesitate to say Yes.

There is an old saying to the effect that actions speak louder than words. If we are judged by what we are doing rather than by our own estimate of it, are there sufficient indications that we are really awake to our possibilities?

This is a more incisive question than the form in which I first phrased our inquiry and may naturally lead to a closer investigation of ourselves and our work. Even under closer inspection, however, it is probable that a large proportion at least of our group would be found eager to make distinct advance in the field of our activities and will welcome suggestions.

If there is any portion of the group as a whole which gives little evidence of being dissatisfied, I am inclined to think it is the particular sub-group to which I belong, namely, the librarians of theological institutions. Naturally I am not happy in making a statement of that sort. The evidence on which to base it, however, is somewhat clear and rather insistent.

I have in mind particularly the history of what is now the Religious Book Round Table of the American Library Association, which was begun in 1916 as the Theological Libraries Round Table. Under either name this subgroup obviously has close relationship to theological seminaries, and apparently librarians of theological institutions should have been the chief supporters of this informal organization. As a matter of fact there has been only one librarian connected with a theological institution who has shown a sustained interest in its work. Very few theological librarians have attended the meetings or manifested any considerable concern for the movement. The distinct interest and response which have maintained this round table, and now promise to develop it into a formal section of the A. L. A., have come almost entirely from librarians connected with public or other general library service.

In view of such facts it is evident that there is sufficient material on which to base a rather severe condemnation of at least some academic librarians. I do not venture to specify in the case of college and university librarians, since I am not so well acquainted with the facts in these fields.

Whether we academic librarians are really satisfied or not with what we are doing, there is a further question which invites our quest in a somewhat different form without departing from the intent of the present discussion. This question has to do with the inquiry whether, even when not satisfied, we are sufficiently critical of ourselves and whether we are making all the advance practicable for us, or, whether we are semi-consciously following precedents which no longer best serve for our work. I am inclined to think that at this point we are most likely to be open to severe criticism. In some respects it is not so unfortunate to be somewhat indifferent to our situation as it is to follow deliberately along routine paths which, tho they may have been good in the past, do not at the present time serve our purpose and especially do not take us forward.

I have specifically in mind the relation between academic librarians in general and the class-room members of academic faculties. Up to the present, as far as I can discover, there has been a distinct tendency on the part of librarians themselves, as well as on the part of the professors, to regard librarians as being a separate class, only incidentally educators, and properly regarded as administrators or clerks rather than as members of the educating fraternity. This has tended steadily to discount librarianship as a factor in educational activities.

The really disturbing feature of the situation is that too often librarians, apparently, have accepted this point of view. There is sufficient evidence to assure one in making such a statement. It is to be found in the fact that ordinarily, if a librarian of an academic institution has come to be recognized as qualified to be ranked with the professors, he then has been made a professor of bibliography as an indication of his value, and thereby librarianship has been distinctly and specifically discounted. Such things could hardly have occurrred except with the approval of the librarians. Obviously it has been possible for a librarian who was thus recognized to have said that, while he was willing to receive the salary of a professor and to enjoy the rank of a professor, he could accept these emoluments only as a librarian. Such a course would have saved librarianship from discredit and would have assisted in bringing it to the standing and recognition which obviously are involved in a high type of library service.

The underlying question of course is this.

Are librarians of academic institutions educators, or are they not? Is it a fact that because the chief librarian and the other members of the library staff in a college, a university, or a theological seminary, do not give service in a classroom they are, therefore, not as thoroly educators as the men and women who teach or deliver lectures? This is a suitable question to be asked at the present time when there is a tendency on the part of some librarians to emphasize that the members of the library staff in an institution of learning are in a class by themselves, apart from teachers and lecturers. I am disposed to urge that a real librarian is as thoroly an educator as even a real teacher. If a librarian is not actually an educator as distinctly as his colleagues in the classroom, it is probable that he is not measuring up to the responsibilities which naturally come to him in library service. It is possible in fact that he is not recognized as an educator because of his incapacity as a librarian, just as a president of an institution fails as an educator if he does not succeed as an executive.

There is another aspect of the matter which in some respects is even more serious. If academic librarians are regarded as not being educators this assumption at once produces a dualism in any academic community which leads quite directly to friction between the library staff on the one hand and those in the classroom on the other. Already there are indications that this is occurring. So far as it is an outgrowth of either deliberate or passive conduct on the part of librarians, it is one of the most ominous developments in present library circles.

It is taken for granted, of course, that a librarian is an administrator and must accordingly be more than a mere teacher. A librarian must be, in fact, in an academic institution, more than a scholar. Scholarship, however, is no less important and significant for librarianship than for classroom service. If we are satisfied with anything less than scholarship plus administrative and executive ability we may expect that we shall be estimated accordingly and eventually sidetracked into clerical rôles rather than retained in the ranks of educators.

The situation as it offers itself is quite intelligible historically. Professorships are long established and recognized positions. Until recently an academic institution rarely had a librarian other than one of its professors who also gave some attention to the library. Librarianship is a very recent development and is yet to attain full standing as an academic profession. The precedents available point in the direction of segregating librarianship as a non-educative function. If we allow ourselves to be content with this status we need not be surprised if those in the classroom accept our view of the matter and discount us accordingly.

Our relative lethargy and essential contentment with precedents may be observed if we look at the situation from a slightly different angle. I propose the point of view by asking a specific question. The question is this. What proportion of the entire budget for salaries is available for the library? It may be that you cannot answer that question without giving it some study. I suggest that it is worth while for you to enter upon such study and find ut what the situation is. The outcome may not make you feel particularly comfortable. It will, however, at least be good basic fact with which to begin to ask some other questions with reference to the status of the library in your institution in its general relation to what the institution is undertaking as an educational force.

One such question is naturally this. What proportion of the salary costs of an academic institution ought to come to the library staff as a whole? This does not mean certainly that I am proposing to suggest that a proper proportion of the salary budget designated for the library staff is the chief essential for library success, or that formal standards and a tendency toward stereotyping at that point are in any way desirable. Vitality is far more significant than standards. At the same time it may be that lack of vitality is an outgrowth of a failure to consider standards.

There is a screw loose in the academic machine in another direction and it may be partly the fault of the librarians. I have in mind the painfully unsatisfactory form in which the ordinary teacher passes a bibliography to the class and thru the class, or perhaps directly from the professor, to the library. The teacher or lecturer in giving a reference is largely unaware that the Smith he has in mind at the moment is only one of several hundred and as a result he gives a reference to Smith, instead of John D. Smith. Every academic librarian knows what the library experience is as a result. Valuable time is wasted and patience is tested. Moreover, the professor is not going to change his method of giving references on his own initiative. If a change is to occur and the initials at least, so absolutely imperative for decent reference work, are to be included with the name in what the student receives, the active steps which lead to so essential a change must come from the library and eventually from the chief librarian as he may, in one way or another, bring the painful situation to the attention of the head of the institution. I am quite well aware that such steps are not convenient and that it is a situation in which we must be as wise as serpents and as harmless as doves, but it is equally clear that academic librarians are not

measuring up to the responsibilities and perhaps are properly regarded as non-educators if they allow present customs to persist.

There is an excellent saying to the effect that straws tell the direction of the wind. Let me point to one or two such academic library straws.

Any one who has had experience in reference service knows that references to periodical literature on the part of teachers are ordinarily made, and rightly made, by date rather than by volume. There are sufficient reasons for this. One of these reasons is that the date of the article in itself is of prime significance for research. A second reason is that the date of a publication is far more dependable and definite as a reference than is a reference by volume and number. We have no good reason to expect that reference will come to us by volume. Still farther, because many periodicals are issued with each number paged separately, the nominal volume number in all such instances is not only of no value for reference purposes but is a distinct interference with reference success. In view of this, if we are alive to the situation we shall leave no steps untaken which may lead to a recognition of what is real utility in the reference field. We shall find ways in which to impress on teachers that a reference to a periodical should include date and page, and a reference to a monograph is impracticable without the author's surname correctly spelled, his initials included, and the title of the work given as printed.

There is another incidental but suggestive straw telling of wind direction. Every one at the present time who is acquainted with things as they are is aware that the word Negro is a "people" term of the same sort as American, Chinese, African and the like, and should be capitalized in the same way and for the same reasons. Only bad precedent and, in this case, prejudiced precedent indicates otherwise. Nevertheless, as any one may see who looks at the material available, librarians are still discounting themselves and discounting the profession by writing the word in lower case. This is obviously an instance where librarians are not only satisfied with a bad precedent but, in addition, are clinging to it. Whether those who are doing this continue in this course is obviously a question which they themselves may answer in full.

Another straw. All academic librarians who in any way attempt to meet their responsibilities offer library extension service. Books are sent out by mail or express as liberally as the nature of the books in the library and the requirements of the institution itself permit. Some curious examples of the limitations in this field of service have offered themselves. I note one which is at least interesting.

A graduate of an institution in New York living in Pennsylvania, considerably nearer to his alma mater than to Chester, Pa., could not borrow a book from his alma mater because the extension service was limited to the state of New York and he was required to secure the loan from an institution much farther away because the service of his alma mater was limited by a purely mechanical rule.

It has been the purpose of this paper* to encourage self-examination. For this reason I have handled somewhat boldly some of the topics which apparently we may do well to think about.

THEORY OF BOOK RESERVES

To the Editor of the LIBRARY JOURNAL:

It seems to me that Mr. Flack in his letter printed on page 268 of your issue for March 15, does not state the theory of the book reserve quite correctly. No library can place on its shelves a sufficient number of copies of a popular book to satisfy all intending readers simultaneously. These readers must take turns, and the question is what shall determine the order in which they are allowed to borrow the book. If the book is placed on the shelves, preference will be given to those who have plenty of time and are accustomed to spend it in the library where they can see and obtain the book as soon as it comes in. There is nothing particularly objectionable about this except that it cuts out for a considerable length of time all those who are not able to wait at the library for the appearance of the book. This, I am sure, is a state of things that none of us would care to favor. We avoid it by creating a waiting list, which is precisely like the waiting list at a club or the line that forms at a railroad ticket office or a theatre box office. It recognizes the principle of "first come, first served" in the form in which no one has any advantage over anyone else. To grant a person a place on this waiting list is, therefore, not a favor to him but simply a method adopted by the library for performing its public service with equality and justice to all. If a person whose name is on the waiting list desires to be notified when the book is ready for him, he should, of course, reimburse the library for the cost of so doing, but such notice is no essential part of the plan. In this Library we encourage readers to use our parcel post delivery by which the book goes automatically to the next name on the waiting list whenever it comes in, and there is absolutely no delay at all in the Library.

ARTHUR E. BOSTWICK, *Librarian,*
St. Louis Pubic Library.

*Revision of a paper read, February 23, 1928, at the library institute held in Philadelphia.

LIBRARY COURSES IN THE COLLEGE, UNIVERSITY AND NORMAL SCHOOL CURRICULUM

BY MARY ELIZABETH DOWNEY

Librarian, Denison University, Granville, Ohio

OTHERS doubtless were as much surprised as I to learn, on counting the list sent by the A.L.A. Board of Education for Librarianship, that eighty-five colleges and universities and fifty-five teachers colleges or normal schools, or one hundred and forty schools of higher learning, include library science courses in their curriculum, in thirty-seven states, the District of Columbia, and Hawaii. This is, no doubt, a conservative number, for any one experienced in obtaining answers to questionnaires realizes how many do not respond. It shows how rapidly the subject of library science is taking its place in the colleges, universities, and normal schools of our country.

One well remembers the prediction (dared under breath in the day of "only four schools and never need for more,") that every state in the Union would teach library science in at least one school and many states in more than one. A prediction so fearfully made twenty years ago is amusing today, and who can foresee what the next twenty years will bring in the development of library science courses? At least it can be foretold, that the field will have so extended itself as to do away with much of the pettiness and conservatism that still exists in regard to teaching the subject.

On consulting the catalogs of these schools one finds listed practically every course known to the field of library science. This is the most hopeful sign of a broader vision of education for librarianship and this is the reason for my consideration of library science courses in the college, university and teachers college or normal school curriculum.

Certification of librarians and standardization of library service, long subjects of contention, have made slow progress. Recently, however, libraries have progressed so rapidly, the World War has so depleted library ranks, and support for libraries has so increased, that the demand for more and better educated librarians is greater than the supply.

Library publicity during and after the War also increased the demand for books and libraries, thru the A.E.F., research, and other agencies, and consideration of how best to meet this demand and to raise the standing of the profession has been a matter of very lively interest during the last decade. These various conditions have brought about a transitional stage in education for librarianship, so that no one can foresee what will take place even in the next five or ten years. It is gratifying to find library science finally broadening out to take its rightful place in the family of professions.

The matter of giving regular courses in library science with credit in schools of higher learning is an exceedingly important one in this transitional stage of education for librarianship. It is a subject of paramount interest not only to librarians working for the best interests of the library profession, but also to students who take such courses, to instructors who give them, to the library where such work is given, to the school in general, to all other members of the faculty, to the governing board, and to the curriculum as a whole in which the library courses are included.

It is assumed, of course, that members of the library staff who give the special instruction are chosen with reference to teaching ability as well as for proficiency in library work. It is assumed also that they are to be relieved from a sufficient number of other duties so that the teaching will not be a burden. It is further assumed that library facilities, tho not necessarily elaborate, are adequate for laboratory requirements for any courses that may be given.

Following the history of all other professions, higher standards are required of librarians as the demand and supply increase, and adequate pay for the worker advances. Competition also has as much to do with raising standards.

Again, specialization, as in other educational and vocational positions, has its place in library requirements. This makes places for persons of varied personal qualities, varied experience, and varied degrees of education. Requirements for positions range from those demanding not only a college degree with special education for library work, but even more specialized education for work requiring expert proficiency in languages or sciences, down to work so simple that those with little education and ordinary ability may perform it satisfactorily. Those filling the lower positions, however, should have opportunity for education, and such further promotion as is possible. Opportunity should be open to those in any phase of the work for promotion, as they meet the requirements for the

higher positions. This cannot be over-emphasized.

Now, since the college or university is supposed to select those possessing ability, or, at least those who are to have opportunity for further training, what better place is there than the college to begin the special training for library work? Other professions, including teaching, have long since made this discovery, and today courses in education, as well as engineering, mining, theology, law, or medicine, are included in the curriculum, preparatory to later work, and shortening the later requirements. What more logical than that the essential and even further requirements for library work as a vocation or profession, or for cultural value, be found in the college and university curriculum?

In a discussion of the question as to what are cultural courses, President Eliot of Harvard not long ago pointed out that in the early history of colleges and universities the classical courses, considered so highly cultural, were just as truly vocational as any courses today, for those preparing for the professional vocations of the time—the ministry, law, medicine, or teaching—studied the classics for the purpose of preparation for these vocations; and that all so-called cultural subjects had their inception in necessary vocational requirements.

Practically every library course given has its counterpart in some so-called cultural course. If breadth of vision and development be essential to culture, what better meets the requirement than a course in the history of libraries and bookmaking, which touches the history of all subjects, or in book selection, classification, reference work, or bibliography?

Logically, too, should librarianship, as leading to all other professions, or subjects, be equal in dignity to those so served, and be given a place in the curriculum with these other subjects? Courses of college rank take a certain dignity which the library profession would more rapidly acquire if many more colleges would add such courses. A subject so vital to all others certainly should stand equal in rank and esteem to all the others.

The material with which to do the work is already provided; the library is the laboratory, the librarians are experts in their subjects to do the teaching, and a field for service is ready, waiting for those who take the courses. Such courses provide specialized education, and a way to self support at the least possible expense to the student and his family. A further economic consideration also is the ability of the student to maintain himself usefully at an early age. Should not a student have the opportunity and be encouraged to take his higher work by already having a certain amount of pre-library work, while an undergraduate, and thus be ready for experience and earning and time-saving, while preparing for higher courses and degrees in the subject, as in such other subjects as medicine, theology, or engineering?

While the tendency of the higher schools has been in the opposite direction, even going so far from the original classics as to consider all subjects included in their curricula as of academic rank, and in many cases to give but the one degree or degrees, regardless of subjects studied; the tendency in education for librarianship has been to follow the old conservative line of no undergraduate work in the subject. Would it not seem better to go with the tide, rather than to try to hold back such momentum as will be impossible to stem?

There has been a great change in curricula of our so-called cultural or liberal arts schools in the last twenty-five years. They have been forced to add more and more so-called vocational courses to meet the demand of the times to prepare students to turn education to practical account in making a living. More and more consideration has been given to what is to result materially from what is studied in the college and university courses.

Again, these courses given in the higher schools, give opportunity to select those best suited to the various professions, and to cull out those not suited to the work. Opportunity to take such courses helps the student to find himself, to know whether library work is really what he wants to follow, and if so whether he has the qualities to do it acceptably.

While a few schools make library science only a graduate course, others have included it in the regular four year curriculum. My plea is that the latter method be more extensively used for the first year of library work, as is the case in other professions. Many a student, thus prepared for library work on leaving college might be encouraged to go on with the graduate courses after some practical experience, while to others it is a great advantage to step out of college with a means of livelihood and be able to fill acceptably positions of certain rank. Promotions would come with advanced work in the graduate schools as it does in other professions. This plan would seem far better than to lose time from one's chosen field by being forced into other work for the sake of earning money to prepare for one's life work.

If, as we boast, the library is to be the heart of the school, should not the subject of what makes the library be one of paramount importance in the curriculum? Not only that, but an army of self-respecting school librarians would do much to leaven the whole library profession.

Many a university or college librarian has had rank and standing due not to his being the librarian, but as professor of some subject unallied

to library work. Such a condition lowers the professional dignity of the rest of the staff who may be technically educated, and often works hardship in many ways. Where the teaching relates to library science there is just the opposite effect.

School libraries to a great extent have been administered by untrained and inexperienced persons. If library courses were part of the college and university curriculum, as they often are in normal schools and teachers colleges, it would place the profession on the same basis of importance as other professions included in the same curriculum. Education for librarianship would become far more easily accessible, and with the resultant increase in trained librarians, untrained workers would find it difficult or impossible to hold important or responsible positions.

The library itself, too, would gain in dignity. Higher and additional standards might be required for the staff, as teaching ability must be considered, but higher standards result in more efficient service in every department. The time and energy required for the staff to do a limited amount of teaching is offset by the stimulus of teaching, breaking the monotony of the work, the constant review and keeping up to date on the subject, and by the result of more efficient, intelligent student assistants. A larger staff is not needed if the teaching done by each one is limited.

While, on the one hand, to the student looking forward to library work as a career, experience is invaluable, on the other a given amount of money spent on student assistants brings a far greater amount of service to the library than the same amount spent on regularly trained assistants and serves the double purpose of educating future librarians and assisting them financially while receiving their education for higher positions. If mechanical and detail work can be so accomplished by those under such supervision, the regular staff is free for more important duties, and the organizing and reorganizing of the library can be made to move faster. Work done by such students for such definite purpose assures good work. The student assistant taking courses in classification, for example, is of far more service in arranging books in proper order on the shelves; one serving at the desk who has had the reference courses works more intelligently; one studying cataloging will do her work much better in the cataloging department than the mere typist having had no specific instruction. All the work of such student assistants is done with far less time and effort from supervisors, and the library has the benefit of trained student assistants doing all the work more rapidly, intelligently, and efficiently.

Again, library courses are beneficial to the school and library in material results. Prospective librarians choose the school for academic work, and as students taking the courses exert great influence of respect towards the library and staff in the general student body, which continues as alumni, and create sentiment with them and the trustees, in securing books, funds, equipment, and building facilities as greater needs develop. In this way library courses help solve many problems of the library, giving it a distinct place in the college life and helping it assume and maintain proper dignity.

From the point of view of those giving the instruction, it may be said that any such use of their time not used for the primary purpose of bringing more librarians into the fold, is wasted. But is it? Is it any more waste to open to as many as possible the riches of the library world, whether they ever become actively engaged in library work, than it is to teach Latin, Greek, music, or any other subject merely with a view to preparing teachers to teach the subject? The aesthetic and cultural value to the student and to future users is invaluable.

Again, many librarians come into the library field from teaching, and courses in library science give them an outlet for a special ability, and utilize a background of pedagogical experience and study, to the advantage of the profession generally.

One of the most frequent criticisms of library schools in the past has been that they have instructors without experience in actual service, or who do not supplement their teaching with sufficient renewed personal experience in the field to be able to make theory correspond with practice. This criticism could not apply to the library staff of our schools giving courses along with library service. As both teacher and librarian, such instructors would see things from a practical standpoint and as a consequence be able to co-operate with more understanding and exact knowledge.

Again, a certain amount of professional teaching dignifies the librarian, in the eyes of other members of the faculty, and the general student body. As a teacher of his subject, he meets the rest of the faculty as well as the students with an added force, in this double capacity. Instead of being considered and treated as a member of the administration, he at once becomes a comember of the faculty, and rises to the dignity of a specialist in an important subject. The board of trustees is also influenced. In place of their old idea that some one who can do nothing else can be the librarian, will penetrate the fact that it takes a specialist to run it efficiently, and that every other deparment is so independent on it as to be unable to do good work without the right kind of library service.

To return to the student himself.

A student will register for library courses for various reasons. He wants to see whether he would be interested in library work as a profession. In this case much depends on the instructor who may pass on to him the vision of his life work. He already knows, perhaps, that he wants to be a librarian, and seizes the opportunity to begin. Such a student is conscious of every advantage to be derived from the study and experience to be so gained toward the end he has constantly in view, and is glad to complete whatever preliminary work is possible while in college. Or he needs something more to complete his schedule for the semester, and thinks library science might be interesting. Or he thinks library courses will help him in his other studies, and they will.

Or he expects to teach and will learn thru library courses the resources of the library and how to use them. Later, as a teacher, he will train pupils in the use of the library, especially the books of reference, and thus give a new zest to the whole business of books.

Finally, library courses would make the college and university libraries the best possible recruiting stations, increasing the number of efficiently educated librarians and eliminating those not prepared for such service.

To summarize: Library courses in the college, university, and normal school curriculum have a broadening effect, on the school giving them, on the library, the library staff, other members of the faculty, the student body, and governing board of such schools, and on the library profession in general. They also help promote such interest among those associated with the school as to bring about increased facilities in building, books, staff, budget, and general expansion of the library. Therefore, since the rapid growth of libraries and the awakening of people to their advantages is creating a greater demand for efficient librarians than the present supply, it behooves the colleges, universities and normal schools to install courses in education for librarianship, and so help meet the needs of the time in this important profession.

This paper is an abridgement of an address to the College and Reference section of the Ohio Library Association.

BEST BOOKS OF OUR TIME

As with his *One Thousand Best Books* published in 1924, so now in *The Best Books of our Time, 1901-1925*, Asa Don Dickinson, librarian of the University of Pennsylvania has devised "a clue to the library labyrinth for home library builders, booksellers and librarians consisting of a list of one thousand best books selected by the best authorities accompanied by critical descriptions."

The selection, confined to titles possessing literary charm and excellence in the field of belles lettres, has been made by no single person, but according to a consensus of expert opinion manifested by inclusion in at least four of the sixty-odd composite or individual author lists ranging from the *A. L. A. Catalog* and the various sections of the *Standard Catalog* to Jesse Lee Bennett and A. D. D.—"as the author of this book ventures occasionally to endorse a favourite title, recently issued, which otherwise would be excluded for want of a full quartette of sponsors."

According to these opinions the twenty-five first authors of our day are John Galsworthy with 197 endorsements, H. G. Wells–172, Arnold Bennett–127, G. Bernard Shaw–123, Edith Wharton–118, Joseph Conrad–110, Booth Tarkington–103, Rudyard Kipling–79, W. H. Hudson –78, Joseph Hergesheimer–74, Eugene O'Neill –67, Hugh Walpole and G. K. Chesterton –66 each, Stewart Edward White–65, Willa Sibert Cather–64, J. M. Barrie–63, Jack London –61, Winston Churchill–60, Henry James–58, Gamaliel Bradford–57, W. J. Locke–55, James Branch Cabell–54, J. M. Synge–53, May Sinclair –51, Theodore Dreiser–49.

FREE ON REQUEST

The Detroit Public Library will send to any library requesting it, its classified 56-page *List of Books on Costume*.

For the most part the list closes with the nineteenth century. Arrangement is alphabetical by author in sections corresponding to the geographical divisions given in the *Statesman's Year-book* of 1927. Cross references abound and an unusual feature is a see also reference to paintings by e. g. in the case of "Biblical and Religious," Angelico, the Bellinis, Botticelli, Bouguereau, Cimabue, Copping, etc., etc.

Harold Leslie Wheeler, 1913 New York State, for nearly eight years librarian of the Hackley Memorial Library at Muskegon, Mich., died early in March after several months' illness. A graduate of Brown, 1910, Mr. Wheeler spent two years at the Library of Congress and two as librarian of the New York Public Library's Hamilton Fish Park Branch before becoming librarian of the University of Missouri School of Mines and Metallurgy in 1916, going from that post to the reorganization of Muskegon's library in the fall of 1921. He had taken part in the A. L. A. war service and in the work of the Missouri and Michigan library associations. The *Muskegon Chronicle* in a fine appreciation of the man and his work says: "It was Mr. Wheeler's great privilege to have enriched Muskegon by his coming. It has been impoverished by his passing."

CO-OPERATIVE CATALOGING IN CANADA

BY NATHAN VAN PATTEN

Director of University Libraries, Stanford University

SINCE the establishment of the first printing press in the Dominion of Canada, books, pamphlets and journals have been published there to an extent surpassed only in volume by the production of Great Britain and of the United States among English speaking countries. In addition Canadian publications in French make up a considerable part of the existing literature in that language. Volume alone is however no adequate indication of the importance to Canada and Canadians of the product of the Canadian press. This precious heritage of printed books and periodicals includes much of the source material necessary for a study of Canada's romantic past, a history spanning three centuries and replete with intense economic, educational, political and religious activity. Here too is the chrysalis from which has emerged a national literature. Canadian scientific publications are of world-wide interest notably the *Proceedings and Transactions* of the Royal Society in which since 1882 have appeared the results of research in many fields of investigation.

With the growth of population many new libraries will be established in Canada and existing ones will find their activities greatly increased. Certainly one of the most important responsibilities to be met is that of providing comprehensive collections of Canadian publications. The early Canadian literature is becoming very rare and with the entrance of private collectors into the field this rarity will be intensified. The work of cataloging this material unless some system of co-operation is devised will be necessarily duplicated by many libraries. This will be both expensive and wasteful. The results will vary, on the one hand there will be the excellence of the scholarly professional and on the other the inadequacy of the amateur. It is only by the adoption of co-operative cataloging that the libraries of Canada will be able to provide for their use catalog cards of a uniformly high standard at a minimum of expenditure.

As a majority of Canadian libraries are classified and cataloged according to American methods it is natural to inquire to what extent the results of co-operative cataloging enterprise in the United States are available for use in Canada. Many libraries there already use the Library of Congress cards. Cards issued by the John Crerar Library, Chicago, Harvard College Library, University of Chicago Library and University of Michigan Library may be purchased by other libraries under varying conditions. The Library of Congress cards are of equal value to Canadian and American libraries. This also applies to those of the John Crerar Library. Few Canadian publications are within the scope of the other libraries mentioned as making their cards available for use. For Canadian books some cards may be had for current publications but for the older works only a very small proportion as compared to the total of titles is included in the Library of Congress stock and it is unlikely that this proportion will be greatly increased in the future.

As previously noted early Canadian publications are scarce and it is improbable that libraries outside of the Dominion will ever acquire a majority of such titles. The problem appears to be distinctly worth the earnest consideration of Canadian librarianship.

Co-operative cataloging has a double purpose —first, to supply printed catalog cards of a high standard in technical execution and uniform excellence in material and manufacture, for use in the catalogs of Canadian libraries, and second, to make available for use in the union-catalogs of other libraries at home and abroad as complete a record as possible of Canadian publications. Any effort that may be made in this direction will be a contribution towards international intellectual co-operation and the organization of sources of bibliographical information for all countries as sponsored by the League of Nations.

Altho there are a few notable sources of bibliographical information for Canadian publications (Gagnon, Kingsford, Morgan and McFee) most of these are out of print and difficult to obtain. Their scope too is limited as to period, section or subject covered. The circumstances of their compilation were such as to make them more or less incomplete.

In 1923 it was my privilege to inaugurate at Queen's University of which I was then librarian, the first printing of catalog cards within the British Empire, as far as I have been able to ascertain. This enterprise was experimental and intended only as a demonstration of possibilities and to establish the costs involved. The number of cards issued between 1923 and 1927 was small (something over 300) but the effort was worth while. As a result the cost of preparing such cards is known and some tangible evidence has been presented both as to the importance of the literature to be thus cataloged

and of the value of the cards for bibliographical purposes. The number of requests made for files of the cards indicates the interest taken in such work by the important libraries of the United States and Canada.

It is interesting to find for example that the Queen's cards for the works of Bliss Carman when combined with similar cards from the Library of Congress make a practically complete bibliography of the published and privately printed work of Canada's poet laureate.

The scope of the Queen's cards was limited as follows: titles for which Library of Congress cards were not available and falling into one of the following classes (1) books, pamphlets and journals printed within the present limits of the Dominion of Canada and (2) books and pamphlets printed elsewhere but relating to Canadian history or literature.

The cards followed closely those of the Library of Congress both as to cataloging details and printing. As such cards are usually used with the Library of Congress cards this is a very desirable feature and makes for unity.

Should a plan be devised for the issuing of catalog cards in Canada upon a co-operative basis the scope might be somewhat enlarged so as to include all books, pamphlets and journals printed in Canada and Newfoundland for which other cards were unavailable and for all others books acquired by Canadian libraries and not included in the stock of the Library of Congress card division.

The Queen's cards were used in the catalog of that library and copies sent to sixteen other libraries maintaining union-catalogs. A few cards were sent to individuals interested in certain special fields.

No special difficulties were met in the preparation of the cards. One card was typewritten for copy. This card was similar to the ordinary typed main-entry card with suggested subject headings and added entries as on the Library of Congress cards. The printing was done at a local printing establishment and after a few conferences with the printer as to typographical details proceeded with little trouble. The most difficult point in the printing involved spacing. As the matter was set upon a machine it was necessary to have details of spacing and typography very completely understood in order that the expense involved in re-setting might be avoided.

The average cost for an edition of fifty copies of a single card including preparation of copy, printing and stock was $1.15.

The mechanism necessary for a beginning in co-operative cataloging is not complicated. Assuming that a group of ten Canadian libraries participated in a plan of this kind the procedure would be somewhat as follows:

(1) Advance deposits would be made to supply working capital. Fifty dollars from each library would probably be adequate.

(2) Copies of the order-cards for all books ordered would be sent to the central agency (preferably one of the co-operating libraries). Such copy could be prepared by using an order-card of heavy bond paper and taking a carbon copy when the original was prepared.

(3) The central agency would eliminate all titles for which Library of Congress cards were available and return such duplicate order cards to the individual library.

(4) Requests would be made for copy from individual libraries by the central agency to be supplied as soon as possible after the receipt of the book.

(5) Copy supplied the central agency would be edited and sent to the printer. Galley-proofs having been read and corrected the cards when received from the printer would be placed in the central stock.

(6) Cards from the central stock would be sent to the individual libraries for titles on order and complete sets to such libraries as desired them for use in their union-catalogs.

(7) Periodical settlements would be made with the individual libraries by charging against deposits the cost of cards supplied plus a nominal service charge to cover operating and emergency expenses. Cards would be sold to non-co-operating libraries at slightly higher charges.

Under such a plan developed as circumstances might require the preparation of copy could be so distributed among the libraries participating that no single library would be unduly overburdened. In fact it is likely that the general result would be an actual lightening of the work in each of the separate cataloging departments.

With ten libraries participating in such an effort the cost per title should not exceed three cents. To this should be added the cost of preparing approximately one tenth of the copy for the total of titles. Can it be doubted that there would be to each library a very substantial saving in both time and money, supplemented by the advantage of having uniformly printed cards and a record of the acquisitions of the other libraries in the group?

If to the printed cards there were added the Library of Congress and Dewey Decimal classification notation together with an abbreviated note as to the library or libraries acquiring copies of the book in question the additional advantages would be gained of simplifying the work of classification in the individual library, promoting inter-library loans and the avoidance of extensive duplication in the purchase of the more expensive works.

This paper has been written at the request of several Canadian colleagues and altho I am no longer engaged in library work in Canada, I trust that my suggestions may receive a welcome

and such consideration as they may deserve. My four years of active effort in the Canadian field and continued interest in co-operative cataloging will I hope be accepted as sufficient excuse for presenting my conclusions in regard to co-operative cataloging in Canada.

Note: The actual preparation of copy at Queen's University was capably carried out by Miss Catherine S. Tracey, chief cataloger, and after her resignation by Miss Janet Porteous and Miss Margaret Murray. Thruout the experiment I received enthusiastic support from these colleagues and this support is here gratefully acknowledged.

PLANS FOR LEAGUE OF NATIONS LIBRARY

THE United States Department of State has received an announcement from the League of Nations, regarding the plans being made to use the two-million-dollar gift of John D. Rockefeller to the League of Nations for an international research library. The document is as follows:

The Library Planning Committee invited by the Secretary-General to advise as to the best method of utilizing the gift of Mr. John D. Rockefeller, jr., to the League of Nations of $2,000,000 for an international research library at Geneva has held its first session under the presidency of M. Scialoja.

The Secretary-General . . . emphasised that the donor had imposed no limitations or restrictions on his gift except that it be not used to reduce the present League appropriations for library purposes.

The principal object of the new library would, of course, be to serve the official needs of the League and the International Labor Office but at the same time the donor hoped it might also develop as an international center for the use of students and international organizations. The Committee which has advised on the League building program, had recommended that, of the library gift, about four million francs be set aside for construction and six million francs for endowment, the latter sum being the particular concern of the present committee.

Already, many demands for library facilities had been made which up till now could not be met for lack of funds, notably in such specialised documentation as required by the Economic Conference or the work in fields such as health and mandates. It was because of the importance and diversity of the whole problem that he had convened the present Committee, consisting of statesmen familiar with the League and its probable development over a period of years and of expert librarians, directors of comparable institutions, and had also requested, as a possible aid to the Committee, the views of certain officials and outside organizations on their especial needs.

M. Sciajola, as president of the Committee . . . thought, that this library would be quite different from others, and would, in general, serve first, of course, the work of the League itself, second, serve as the historical archives of the League, and third, as a center for research and students at Geneva. Obviously, however, with this wide variety of interests and materials, the Library could not be expected to be a composite general institution but must of necessity concentrate on the international phases of the various subjects discussed in League work.

Dr. Sevensma, League librarian, then made a general statement of the present work and probable development of the Library. Where, until now, it had been very largely used for official reference, it was obvious that it would be increasingly called upon by students. Care should be taken, however, not to duplicate the very good general library already existing in Geneva. In considering its field of usefulness, it was easy to foresee very special demands from entirely different classes of people, such as Secretariat officials, to delegates, specialists, students and visitors. At the same time, too, certain elements should especially be taken into consideration, such as the haste with which documents are often required, the complexity of languages, the international character of readers, and the necessity of a highly trained personnel to meet demands which are often rather vague.

General discussion on the fundamental purpose and organization of the new institution followed. All members of the Committee were present except Mr. Bishop, delayed in Rome by illness, and Mr. Fosdick. The membership is M. Scialoja (President) Representative of Italy on the Council; Mr. William Warner Bishop, librarian of the University of Michigan; Dr. Raymond B. Fosdick, former Under-Secretary General of the League of Nations; Dr. Hugo Krüss, director of the Prussian Staatsbibliothek in Berlin; M. de Maday, librarian of the International Labour Office, Geneva; Dr. P. Roland-Marcel, director of the Bibliothèque Nationale, Paris; Sir James Rennell Rodd, and Dr. Sevensma, librarian of the League.

THE Cincinnati Public Library will welcome librarians passing thru that city on Saturday, May 26. The main library is open but a few hours on Sunday and all the branches are closed.

TWO MASSACHUSETTS ANTI-CENSORSHIP BILLS

TWO DIFFERENT bills have been introduced in the Massachusetts legislature to remedy the situation created under the present law, by which the sale of many books intended for adults, issued by reputable publishers, sold by reputable booksellers, and read everywhere by reputable citizens (in the words of a committee of citizens, chiefly librarians, who are sponsoring the Sedgwick Bill) is illegal in Massachusetts. This situation involves unwarranted and arbitrary control over citizens generally and introduces into the business of bookselling unjust and unintelligent hazard, says this committee, which is headed by Payson Smith, Commissioner of Education, Ellery Sedgwick, editor of the *Atlantic Monthly*, and includes, besides booksellers, merchants and clubwomen, such well-known librarians as C. F. D. Belden, Frank H. Chase, Edward H. Redstone, Hiller G. Wellman, Robert K. Shaw, George H. Tripp, and Gardiner Jones.

The Sedgwick bill is designed to protect the interests of the public in general, whereas the other bill, the so-called Book Trade Bill, was drafted with the interests of the bookseller chiefly in mind. The Book Trade Bill does not change the unfortunate definition of the offense in the existing statute. The sale of a book is still prohibited if a single passage can be pointed out containing what, without reference to the context, is deemed "indecent or obscene language." The bill provides, however, that the bookseller shall not be prosecuted unless he sells the book "knowing it to contain obscene, indecent, or impure language." The presumption is that the bookseller cannot be proved to possess this knowledge unless he has been formally warned. The bill further provides, therefore, that the Attorney-General or the District Attorney for any district, or any two or more adult citizens of the Commonwealth, may bring an information or petition in equity in the Superior Court. If the judge, simply upon a "summary examination," is of the opinion that there is reasonable cause to believe that it contains an objectionable passage, he may issue a temporary injunction against the selling of the book. Whoever thereafter sells it is subject to fine and imprisonment. A further clause provides that the injunction shall not be made permanent until the publisher, the copyright holder, and other interested parties have been notified. How little relief this provision ensures may be judged from the fact that when in 1920, Mr. Sumner, of the New York Society for the Suppression of Vice, seized all the copies and plates of a volume of Cabell's *Jurgen*, at the publisher's office, it required nearly three years to establish the book's innocence in the courts. This method of administering a censorship law thru equity jurisdiction, as required by the Book Trade Bill, is extraordinary, almost unprecedented, says the committee of citizens. "It is hardly an overstatement to call it a reversion to the former Star Chamber method of censorship —that historic injustice righted after generations of struggle. It is, we believe, without parallel in the existing legislation of any state in the Union or of any civilized country. The Book Trade Bill does achieve the desired end of giving the bookseller warning before prosecution. On the other hand, it provides for the condemnation of a book without recourse to a jury, and for 'adjudication in rem,' which means a censorship more inexorable than this Commonwealth has yet known; and it resorts to the more than dubious expedient of placing the enforcement of criminal law in equity jurisdiction . . . . The only reasonable, safe, and honest method is to make the law prohibit the sale of such books, and such books only, as it is desired and intended to suppress. This the Sedgwick Bill aims to accomplish."

The bill supported by the committee of citizens reads as follows:

AN ACT RELATIVE TO OBSCENE LITERATURE

Section twenty-eight of chapter two hundred and seventy-two of the General Laws is hereby amended by striking out said section and substituting the following:—*Section 28.* "Whoever imports, prints, publishes, sells or distributes a book, pamphlet, ballad, printed paper or other thing containing language which, when considered in connection with its entire context and theme or with the entire context and theme of any complete component part thereof, is obscene, indecent or impure, or an obscene, indecent or impure print, picture, figure or image, or introduces into a family, school or place of education, or buys, procures, receives or has in his possession any such book, pamphlet, ballad, printed paper, obscene, indecent or impure print, picture, figure, image or other thing, either for the purpose of sale, exhibition, loan or circulation or with intent to introduce the same into a family, school or place of education, shall be punished by imprisonment for not more than two years or by a fine of not less than one hundred nor more than one thousand dollars, or by both such imprisonment and fine."

LIBRARY RADIO BROADCASTING

I. AN OPEN LETTER TO THE A. L. A. COMMITTEE ON RADIO BROADCASTING

Mr. Charles H. Brown,
Chairman, A.L.A. Committee on Library Radio Broadcasting,
Iowa State College, Ames, Iowa.
My Dear Mr. Brown:

May I address to you, as chairman of the American Library Association Committee on Library Radio Broadcasting, certain queries which have persistently been coming to my mind?

During the past few years rumors of a radio talk by this librarian or of a program announced by that library have been current. The object has been "to advertise the library." But when such rumors have been followed up, as opportunity offered, the facts have appeared to be meager: "We tried it once"; or, "We broadcast every Friday afternoon for a month but we never had any reports of its being heard."

Only once have I had a report that a library talk has been heard. That was from a library board member in Sharon, Wisconsin, who "just happened to tune in and hear Miss Merrill speaking. They *said* it was Miss Merrill."

And so, altho the radio has been suggested as a desirable advertising medium for libraries, and altho individual libraries seem to have made some attempts at broadcasting for one purpose or another, it seems to me that there has been no impression made over the air. (It may be that I have been out of the territory of certain successful programs and therefore have failed to catch echoes of them. For example, the "late afternoon book reviews for the Children's Department of the Omaha Public Library" which F. B. S. mentions in *Gaylord's Triangle* for March 1.)

This question in my mind about the library's part in broadcasting has been revived recently by another angle on radio programs.

For the past several months I have been one of the radio audience, almost a fan, experimenting with stations far and near. During this time there have been numerous "book" or "literary" programs. But not once have I discovered such a program offered or sponsored by a library.

The puzzle, then, is this: The public evidently wants programs dealing with books and literary topics. But the libraries are not the organizations that are furnishing them.

In the week's program published in the *New York Times* for March 4, 1928, the following features were announced, presumably related to literary or library subjects:

WCGU	Beatrice Henderson. Poetry
KYW	Good reading. Rev. C. J. Pernin
WNYC	Shaw and Barrie. W. O. Tewson
*WNYC	New York's Municipal Reference Library. Dr. C. C. Williamson
WOR	Modern love stories
WABC	Literary sketches. Katherine Standing
WODA	Poetry
WNYC	Galsworthy's later plays. Dr. Henry Newmann
WOR	Literary chat
WHN	Poems by N. T. G.
WGBS	Lillian Gurney. Book
WEVD	Literature. Dr. Charlotte Pekary
WEVD	Making books
WICC	Bessie Smiley. Stories
WCAU	Storylogue Girl (?)
WNYC	Municipal Library. Miss R. B. Rankin
*WOR	What's new in books
WHN	Poems by N. T. G.
*WLWL	Books. Walter Gavigan
WEVD	Drama. Winifred Cooley
WNYC	Children's books and reading. I. Bildersee
WHN	Poems by N. T. G.
*WJZ	Norman Hamilton. Poems
WPCH	Poets. Elizabeth Walling
WEVD	Rebel poets. Readings
WBNY	Literature. M. Neufeld
WCGU	The latest novel
WKBQ	Humorous selections
*KDKA	American literature. E. P. Moses

Of these I was able to pick up only the starred items.

The Bedtime Stories are omitted, assuming that Mr. Burgess and the evening paper have pre-empted this feature.

In addition to the programs announced, I picked up during the week

WBAL	Michael Angelo and other stories
WOR	Book of the week (Sponsored by Payson and Clarke)
An Ohio station, unidentified.	Selections from McGuffey's readers. (Shall we assume that this was sponsored by a library?)

Of all these features, as far as I could determine, the talks on the Municipal Reference Library were the only ones which had any connection with library service. This week, marking the fifteenth anniversary of New York's Municipal Reference Library, offered a fitting occasional "appearance" for Dr. Williamson and Miss Rankin.

Now two facts stand out: The public does have an interest in hearing "literary" talks, — informational or entertaining. And the libraries are not supplying or being called on for such programs.

The discussion which I have heard on library broadcasting has always considered the effort as a means of advertising the library, not as a service to the people.

Other institutions have been quick to recognize the radio as a remarkable advertising medium. And they sponsor regular programs (usually weekly) for the pleasure of the radio audience. The advertising is merely incidental. Maxwell House Coffee, whose advertising campaign has been organized by the genius of Professor E. H. Gardner of the University of Wisconsin, sponsors programs of music. General Motors, Eveready batteries, Listerine products do the same. Not that music has any relation to coffee, or to automobiles, or toothpaste! But the program is offered as an additional service which the organization furnishes the public.

Now the beauty of books "on the air" is that the product which the library has to offer is the program which the public wants! And yet the libraries, so far as I have observed, have not yet grasped the opportunity for indirect but effective advertising in furnishing to the public any well organized programs of book talks.

Is it due to poor management? To restrictions of precedent? To unwillingness to assume any extra obligation? To the feeling of being swamped by details at hand?

If the connection between radio and the libraries is considered important enough to have a special committee appointed on it, is the work not of sufficient importance to be carried out even at the sacrifice of some other work?

Radio broadcasting is undoubtedly a remarkable medium for bringing the contents of books to the people. And book content is the library's stock-in-trade.

Shall we try to persuade the public that the library offers books and reading?

ETHEL M. FAIR.

II. MR. BROWN'S REPLY

My dear Miss Fair:

I do not think that the object of radio talks by librarians is primarily "to advertise the library," as stated in your second paragraph. We have been giving talks here over the radio for the last three years, mainly for Iowa consumption, and our idea has not been at all to advertise the library, but to render a service to those who care to listen by informing them of interesting material in print which they may like to read. There are a number of libraries broadcasting regularly, a possible list of which has been published in the LIBRARY JOURNAL. So far as I know such libraries as St. Louis, Cincinnati, Los Angeles, etc., are continuing their work in broadcasting. Omaha has been on the air for a few minutes regularly for the last year and a half. As I said, we have been broadcasting regularly for the last three years, mainly, however, for local consumption, altho I have met farmers in northeastern Canada who have heard our programs, and we have had letters from all over the United States. It is true, so far as I know, that there has not been so much broadcasting by librarians in the East as in the Middle and Far West, possibly because the air is filled with larger stations which have held their space at high prices.

I am not so much concerned as you that libraries are not supplying book talks on the programs of the larger stations. I am much more interested in noting that book talks are being given and that there is much interest in talks which tend to increase reading. Naturally, the public will be affected by the names of such people as Winifred Cooley or by certain authors, and the bigger stations will naturally want the reputation that goes with well known names. If these talks tend to increase reading I think we should be satisfied, because that is our main object.

You state that the discussion you have heard on library broadcasting "Has always considered the effort as a means of advertising the library, not as a service to the people." I do not think that is a fair statement. Certainly the radio committee has emphasized in its correspondence continually the value of service. Will you not, please, come to the next meeting of the Radio Broadcasting Committee and listen to one or two reports which will be given before various sections of the conference on the radio and library publicity?

You emphasize that the public is interested in books but that "the libraries have not yet grasped the opportunity." I very much doubt whether the public is especially interested in hearing from librarians. They are interested in hearing discussions on books, but most librarians will not qualify to give such discussions in an interesting way. I, personally, would much prefer to have some person who can entertain give the radio talks on books, whoever he may be, rather than listen to a librarian (who may be extremely dull), just because he is a librarian. It requires an unusual gift to obtain and hold a radio audience, and the librarians who possess such a gift are few in number.

In my opinion, you emphasize more the question of who is doing a certain thing rather than the more important question of what is being done.

CHARLES H. BROWN, *Chairman,*
A. L. A. Committee on Radio Broadcasting.

THE WEST BADEN CONFERENCE

As already announced the conference of the A. L. A. and other library organizations will be held at West Baden, Indiana, during the week of May 28.

TRAVEL

All railroads in the United States have granted a fare-and-one-half convention rate to West Baden for the Conference and these round-trip tickets will be good returning from West Baden for about five days after the conference closes. The Canadian Pacific and Canadian National lines will grant reduced fares from Winnipeg. Travel parties to the Conference will be arranged from New England, North Atlantic states, and the Middle West.

RATES

The following table gives the fare-and-one-half round-trip rate from some of the principal cities, and the price of a Pullman lower berth one way. Tickets are on sale from May 24 or 25 to May 30, and will bear a return limit to point of departure of June 8.

	One Way	Round Trip	Lower Berth
Boston	$38.51	$57.77	$10.13
New York	32.40	48.60	9.00
Philadelphia	29.16	43.74	9.00
Baltimore	25.83	38.75	7.88
Washington	25.83	38.75	7.88
Pittsburgh	16.58	24.87	5.63
Detroit	13.70	20.55	3.75
Cleveland	14.00	21.00	3.75
Chicago	10.01	15.02	3.75
Minneapolis	24.67	37.01	7.50
St. Paul	24.28	36.42	7.50
Des Moines	20.88	31.32	7.50
Denver	41.30	61.95	14.63
St. Louis	8.50	12.75	3.75
Milwaukee	13.17	19.75	3.75
Cincinnati	5.36	8.04	3.00
Buffalo	20.56	30.84	5.63
Atlanta, Ga.	18.82	27.93	5.63
Jacksonville, Fla.	30.84	46.26	
Nashville, Tenn.	8.83	13.25	
Dallas, Texas	32.53	48.80	
New Orleans, La.	28.34	42.51	

The fare from Seattle, San Francisco, and Los Angeles to Chicago and return of $90.30 round trip, will undoubtedly be in effect this year. This summer tourist rate to Chicago together with one and one-half fare from Chicago to West Baden would make the total from the three coast cities $105.31.

A. L. A. EASTERN TRAVEL PARTY

The Eastern Travel Party will use special Pullman cars attached to the "Spirit of St. Louis," running via Pennsylvania R. R. and Monon R. R. direct to West Baden without change.

If enough A. L. A. members register for the party, it may be possible to use a special train running on the same time as the "Spirit of St. Louis," in which event no excess fare will be collected.

The A. L. A. party will (Standard time)

Lv. New York (Penn. Sta.)	Sun.	May	27	1:45 p.m.
Lv. North Philadelphia	"	"	27	3:36 p.m.
Lv. Washington (Union Sta.)	"	"	27	2:15 p.m.
Lv. Baltimore (Union Sta.)	"	"	27	3:18 p.m.
Ar. Harrisburg	"	"	27	5:37 p.m.
Lv. Harrisburg	"	"	27	5:37 p.m.
Lv. Pittsburgh (Penn. Sta.)	"	"	27	11:33 p.m.
Ar. Indianapolis (Union Sta.)	Mon.	"	28	7:57 a.m.
Lv. Indianapolis " "	"	"	28	8:30 a.m.
Ar. West Baden	"	"	28	11:55 a.m.

Identification Certificates will be mailed direct from A. L. A. Headquarters in Chicago to delegates and these should be presented at local ticket offices. Ask for a round-trip ticket Convention rate, via Pennsylvania R. R. and Monon R. R. to West Baden. These tickets are good for return until midnight June 8.

In order to secure Pullman reservations with the A. L. party, delegates should register with Franklin H. Price, Free Library of Philadelphia, Logan Square, Philadelphia, Pa., before May 21, sending him a check for the Pullman reservation desired.

PULLMAN TICKETS

From	Lower Berth	Upper Berth	Drawing Room
New York, Philadelphia or Wilmington	$9.00	$7.20	$31.50
Baltimore or Washington.	7.88	6.30	28.50
Pittsburgh	5.63	4.50	21.00

The New England party will join the Eastern Travel party at New York, and A. L. A. members leaving Baltimore and Washington on A. L. A. special cars will join the main party at Harrisburg.

Should the A. L. A. Eastern Travel party be too small to warrant a special train, it will be necessary to attach the A. L. A. special cars to the "Spirit of St. Louis," in which event an excess fare will be collected on the train of $2.40 for each person joining the party at New York; $1.20 at North Philadelphia; $1.80 at Pittsburgh. No excess fare will be charged for persons traveling from Baltimore or Washington.

NEW ENGLAND PARTY

A personally-conducted party will leave Boston, South Station, via Fall River Line, Saturday, May 26, at 5 p. m. (6 p. m. daylight-saving time). On arrival in New York Sunday

morning the party will be transferred free from Fall River boat dock to the Pennsylvania Station, where a special Pullman, as part of the A. L. A. eastern party train, will be available, leaving 1:45 p. m. standard time, due to arrive at West Baden, or French Lick about 1 p. m. Central standard time, Monday, May 28.

Those intending to join should register with F. W. Faxon, 83 Francis St., Boston, Mass., before May 21, sending him $10.50 for a half stateroom on boat, and Pullman lower New York to West Baden, or $8.70 for half stateroom, and upper berth from New York to West Baden. Meals en route will be at individual expense. Should the eastern party not have sufficient numbers for a special section on the train from New York it will be necessary to collect from each person on the train $2.40 excess fare, as the party will travel on the "Spirit of St. Louis."

Each member of party will buy his own transportation round-trip ticket specifying from Boston to New York via Fall River Line, from New York to West Baden via Pennsylvania and Monon R. R. The round-trip fare from Boston is $56.81 return ticket good to arrive in Boston up to June 8 midnight. Returning, stopover may be made at Indianapolis and at Washington provided the arrival home is by midnight June 8. There will be plenty of time for the Mammoth Cave post conference trip.

ST. LOUIS, IOWA AND WESTERN POINTS

For points west of the Mississippi, A. L. A. members are advised to travel via either St. Louis or Chicago. A special Pullman will be attached to the B. & O. train leaving St. Louis on Sunday night at 9:55 and reacing West Baden at 6:58 on Monday morning. Reservations for this Pullman should be forwarded to C. H. Compton, St. Louis Public Library, by May 21, inclosing $3.75 for lower berth and $3 for upper berth. There is another convenient train leaving St. Louis on the B. & O. at 12 o'clock noon and reaching West Baden at 5:58 p. m. Those using the Chicago gateway should make reservations from Chicago with John F. Phelan, Chicago Public Library.

From points west of the Mississippi rates generally are lower to West Baden by way of Chicago for all points north of Omaha and Des Moines, from points in Southern Iowa, including Des Moines and from Kansas City and the southwest the rates generally are lower by way of St. Louis.

The Central Passenger Association has authorized an additional convention basis of one and three-fifths fare for the round trip *with a limit of thirty days from date of sale.*

HOTELS

A. L. A. Headquarters will be at the West Baden Springs Hotel. All reservations for the West Baden Springs or the Homestead hotels should be addressed to the West Baden Springs Hotel. Reservations for French Lick Springs Hotel should be made directly with that hotel. Requests for reservations should indicate that applicants are attending the A. L. A. Conference, so as to receive special conference rates.

WEST BADEN SPRINGS HOTEL
FRENCH LICK SPRINGS HOTEL

Rates at both hotels, American plan: Court rooms, without bath, with hot and cold running water and private lavatory: One person $7 a day; two persons, $14 a day; $6 per day per person for each additional person, over two, occupying the room.

Outside room, without bath, with hot and cold running water and private lavatory: One person, $8 a day; two persons, $15 a day; $6 a day for each additional person, over two, occupying the room. Room with bath: One person, $10 per day; two persons, $18 per day; $7 per day per person for each additional person, over two, occupying the room.

Accommodations at West Baden Springs Hotel are for about 1,100 people, and at French Lick Springs Hotel for approximately 1,000. This hotel is situated about one mile from West Baden Springs Hotel. A special taxi rate of 6 tickets for $1 will be available.

HOMESTEAD HOTEL

Rates, European plan: Room with hot and cold running water: $1.50 single; $2.50 double for rooms with double bed; $3 rooms with twin beds. Rooms with hot and cold running water and private lavatory: $2 single; $3.50 double. Room with private bath: $2.50 single; $4.50 double. Rooms without bath, $1.25 additional per person when occupied by more than two. Rooms with bath, $1.50 additional per person when occupied by more than two. Situated about two blocks from West Baden Springs Hotel.

POST-CONFERENCE TRIP

Registration should be made before May 20 by sending $10 first payment to F. W. Faxon, 83 Francis St., Boston, Mass.

The Mammoth Cave of Kentucky is one of this Nation's wonders. The temperature in the Cave is always 54 degrees, making the walk easy. Echo River, 360 feet underground, offers a unique boat ride.

Louisville is an enterprising and beautiful city of nearly 250,000 inhabitants, and has a

very efficient modern library where the A. L. A. party will be cordially welcomed.

As this post-conference trip is taken one way by bus, a splendid opportunity is thus given to see the country of southern Indiana and Kentucky, and visit, under pleasant conditions, one of the great wonders of the world.

ITINERARY

June 2. 1:30 p. m. local time, leave West Baden Springs Hotel by bus for Louisville.
4-6 p. m. Reception and afternoon tea at Louisville Free Library.
Dinner at Brown Hotel.
The evening is free for theater or sightseeing.
Leave on special sleeper (L. & N. R. R.) 2 a. m. for Mammoth Cave (berths ready at 10 p. m.)

June 3. Breakfast at Mammoth Cave Hotel.
A trip underground before and after lunch.
4 p. m. Leave by bus for Louisville.
Spend night at Brown Hotel.

June 4. Leave Louisville by train 8:20 a. m. due West Baden 10:45 a. m. (Connections for points north, east and west, 1:40 p. m.)

The total cost of the trip is $32.50, including every possible expense—transportation, meals, berths, hotel (two in a room), and admissions to Mammoth Cave. Of this $10 is payable before May 20, rest at West Baden Springs Hotel, A. L. A. Headquarters, Travel Committee, before June 1. Personal checks will be accepted.

SCHEDULE OF MEETINGS

GENERAL SESSIONS

General sessions will be held on Monday evening, when the president's address will be given, Tuesday, Wednesday, Thursday, and Saturday mornings.

SECTIONS, ROUND TABLES AND MEETINGS OF OTHER ASSOCIATIONS

AGRICULTURAL LIBRARIES SECTION

Wednesday, May 30, 8:30 p. m.

AMERICAN ASSOCIATION OF LAW LIBRARIES

Tuesday, May 29, 10 a. m.
Tuesday, May 29, 2:30 p. m.
Wednesday, May 30, 2 p. m. (Joint session with National Association of State Libraries.)
Wednesday, May 30, 6:30 p. m. (Joint banquet with N. A. S. L.)
Friday, June 1, 10 a. m.

AMERICAN LIBRARY INSTITUTE

Monday, May 28, 2:30 p. m.
Tuesday, May 29, 6:30 p. m.

ART REFERENCE ROUND TABLE

Friday, June 1, 10 a. m.

Topic: Activities of the group during the past year, which include the organization of committees on music and costume. Milton J. Ferguson, California State Library, will speak on art in rural California; Antoinette Douglas, St. Louis, Public Library, on books for the commercial artist; and Richard G. Appel, Boston Public Library, on the work of the Music Department of the Boston Public Library.

ASSOCIATION OF AMERICAN LIBRARY SCHOOLS

Friday, June 1, 2:30 p. m. Closed meeting.

BIBLIOGRAPHICAL SOCIETY OF AMERICA

Friday, June 1, 10 p. m.

CATALOG SECTION

Tuesday, May 29, 2:30 p. m.

SMALL LIBRARIES ROUND TABLE

Friday, June 1, 2:30 p. m.
University and Large Libraries Round Table.

CHILDREN'S LIBRARIANS SECTION

Monday, May 28, 2:30 p. m.
Tuesday, May 29, 8:30 p. m.
Wednesday, May 30, 2:30 p. m. Joint session with School Libraries Section.

COLLEGE AND REFERENCE SECTION

Wednesday, May 30, 2:30 p. m.

A. L. A. COUNCIL

Monday, May 28, 10 a. m.
Tuesday, May 29, 8:30 p. m.
Saturday, June 2, 10 a. m. (Following General Session.)

COUNTY LIBRARIES SECTION

Tuesday, May 29, 2:30 p. m.

HOSPITAL LIBRARIES ROUND TABLE

Friday, June 1, 12 noon. Luncheon meeting preceding afternoon meeting.

LEAGUE OF LIBRARY COMMISSIONS

Monday, May 28, 2:30 p. m.
Wednesday, May 30, 8:30 p. m.

LENDING SECTION

Monday, May 28, 2:30 p. m.

LIBRARY BUILDINGS ROUND TABLE

Friday, June 1, 2:30 p. m.

A symposium on building operating and maintenance costs representing various studies to operating and maintenance costs in recent city buildings by Thomas P. Ayer, Reading (Pa.) Public Library.

LIBRARY EXTENSION COMMITTEE CONFERENCE

Friday, June 1, 9:30-11 a. m.

Clarence B. Lester will be chairman, and the committee invites those who care to talk over their own extension problems with it, or to make suggestions to the Committee. No program, but informal conference.

NATIONAL ASSOCIATION OF STATE LIBRARIES

Monday, May 28, 2 p. m.

Address of Welcome by Louis J. Bailey, director, Indiana State Library. Reply by the President, Henry E. Dunnack, librarian, Maine State Library. Address: Relation and Value of State and Local Libraries. Mrs. Mary E. Frankhouser, librarian, Michigan State Library.

Tuesday, May 29, 2 p. m.

Address: Foreign Collection in the Elbert H. Gary Library of Law, by F. B. Crossley, librarian, Elbert H. Gary Library of Law, Chicago. Round Table. (a) Methods used in other libraries which we should adopt. Discussion in charge of George S. Godard, librarian, Connecticut State Library. (b) Co-operative want list and duplicate list of state documents. Discussion in charge of Mr. Herbert O. Brigham, librarian, Rhode Island State Library.

Tuesday, May 29, 8 p. m.

Business meeting; reports of committees, election of officers.

Wednesday, May 30, 2 p. m.

Joint meeting with American Law Library Association.

The law and literature, by Hon. Julius C. Travis, Chief Justice, Indiana Supreme Court. Demonstration of leather preservation, by Dr. George E. Wire, librarian, Worcester Law Library, Worcester, Mass. Each member is invited to bring a volume in sheep binding showing decay and also a piece of paraffin paper to wrap the book in after the agent is applied.

Wednesday, May 30. Evening. Joint session with American Law Libraries Association. Banquet 6:30 p. m. Address. S. D. Klapp, of the Minneapolis Bar Association.

ORDER AND BOOK SELECTION ROUND TABLE

Friday, June 1, 2:30 p. m. J. Christian Bay and Frederic Melcher will speak. Book review symposium.

PERIODICALS ROUND TABLE

Tuesday, May 29, 2:30 p. m.

PROFESSIONAL TRAINING SECTION

Tuesday, May 29, 2:30 p. m.

PUBLIC DOCUMENTS ROUND TABLE

Friday, June 1, 2:30 p. m.

Publication of the States: (a) In the public library. Maude Durlin Sullivan, librarian, Public Library, El Paso, Texas.

From the point of view of the business man, Rollin A. Sawyer, chief, Economics Division, Public Library, New York City.

For the school children, Josephine Lesem, teacher of civics, Senn High School, Chicago, Illinois.

In general. Charles F. D. Belden, director, Public Library, Boston, Massachusetts.

PUBLICITY ROUND TABLE

Tuesday, May 29, 2:30 p. m.

RADIO BROADCASTING ROUND TABLE

Friday, June 1, 2:30 p. m.

Discussion of recommendations in regard to library broadcasting for libraries which expect to inaugurate such work, together with typical programs and the question of publicity.

RELIGIOUS BOOKS ROUND TABLE

Tuesday, May 29, 2:30 p. m.

SCHOOL LIBRARIES SECTION

Tuesday, May 29, 2:30 p. m.

Wednesday, May 30, 2:30 p. m.

Joint session with Children's Librarians Section.

SMALL LIBRARIES ROUND TABLE

Wednesday, May 30, 8:30 p. m.

TRAINING CLASS SECTION

Wednesday, May 30, 8:30 p. m.

TRUSTEES SECTION

Tuesday, May 29, 8:30 p. m.

Friday, June 1, 10 a. m.

"Should tax supported libraries ask for gifts?"—John G. White, president of the Cleveland Library Board. How to solicit gifts for endowments for libraries. Charles Cassel, chairman of the Indiana Trustees Association. Investment of trust funds. Thomas A. Barker, chairman of the Finance Committee of the Louisville Public Library.

UNIVERSITY LIBRARY EXTENSION

Friday, June 1, 2:30 p. m.

WORK WITH THE BLIND

To be announced.

WORK WITH THE FOREIGN BORN

Friday, June 1, 10 a. m.

Standards and tests in evaluating easy English books for adults.—Arthur L. Bailey, chairman A. L. A. Committee on Beginners' Books for Adults.

Factors that should determine the proportion of a library's book fund spent for the reading of the foreign-born. Eleanor E. Ledbetter, Broadway Branch, Cleveland Public Library.

THE LIBRARY JOURNAL

APRIL 15, 1928

WHILE the Program Committee is not ready to make announcement of the convention program at West Baden, the participants in the fiftieth conference of the A. L. A. may be assured that there will be a bill of fare abundant almost to indigestion, when the number of sessions of the several organizations as well as of the A. L. A. itself with its many sections are considered. It is understood that a number of interesting announcements and subjects for discussion will be presented and the Council will have some interesting decisions to make. For the Trustees Section a notable program has been announced which makes it important that librarians should as far as possible induce trustees to come to the meeting, so as to have the benefit of its education and take home a good many ideas which may be of great use to them in developing their local libraries. Of the general sessions, one will be of an interesting international character, and it is expected that the conference will have the pleasure of welcoming M. Roland-Marcel, administrative director of the French national library, who reached New York last week, was on Thursday afternoon greeted by President Butler of Columbia University in a reception at his official home, and made his bow to an American audience in presenting on Thursday evening an informing illustrated lecture in his own language, on the treasures of the great library of which he is the head. The travel party from the East will have the honor of making the journey in "The Spirit of St. Louis," a train more capacious than the famous airplane, and the very brief post-conference trip to Mammoth Cave will give opportunity to see a very live Southern library thru the hospitality of Mr. Settle at Louisville.

IN connection with the plan for the library building at Geneva which is to result from John D. Rockefeller Jr.'s generous gift of two million dollars, the Secretary-General has provided for a committee of eight, which is admirably selected. Of the eight, two are Americans, W. W. Bishop, whose wide experience and special knowledge of building in connection with the developments of Ann Arbor make him peculiarly fitted for consultation, and Raymond B. Fosdick, special representative of Mr. Rockefeller, who, tho without direct library relations, has a broad and practical commonsense view of affairs. M. P. Roland-Marcel of the Bibliothèque Nationale in Paris will have opportunity this month to see something of American library buildings, especially that for Yale in course of construction, and will obtain practical knowledge of the limitations which afflict even our greatest libraries, suggesting that an expansive rather than a monumental plan for the new building is desirable. Dr. Hugo A. Krüss of the Staatsbibliothek at Berlin has made his reputation not only nationally as head of what is practically the German national library, but internationally at the semi-centenary gatherings both in America and Great Britain as a man of international mind, wide experience and excellent judgment. The president of the Committee is to be M. Scialoja, who represents Italy in the Council of the League. The British representative, Sir James Rennell Rodd, was for many years British Ambassador at Rome and he has represented Great Britain in the League Assembly. M. de Maday, librarian of the International Labor Office at Geneva, will bring that important element into the committee, and Dr. Sevensma, the new librarian of the League, has a fine reputation as an organizer of libraries in his own country of Holland and the best wishes of the library profession internationally for his success in the administration of the future library. With such men in its membership the Library Planning Committee ought to be able to plan wisely, not merely for the present but for the great future which will be before the Library of the League of Nations.

THE postal rate bill has passed the House, with inclusion of the library post within the third zone or a single state, at the rate of three cents for the first pound and two cents for each additional pound, making for the usual book a charge of five cents one way, or ten cents including return, and for a five-pound package eleven cents or twenty-two cents including return. On the present parcel post schedule, the "local rate," i.e., within one post office, involving no railroad transportation, is seven cents for the first pound, eight cents for two or three pounds, and nine cents for four or five pounds, so that for local libraries the parcel post rate is more advantageous for a five-pound package of books than the new library post. On the other

hand, the library book rate in the third zone is uniformly five cents less than the parcel post rate, and where, as in Texas and California, the library book rate extends into the fourth zone the cost is less than half the parcel post rate. It would be a further improvement, which may be possible in the future, if there could be a library book local rate which, using the proposed library book rate for the initial pound of three cents, should include the present parcel post local rate for the second and third pounds at one cent and the fourth and fifth pounds at an additional one cent together, so that a five-pound package could be sent locally within any post office and its rural free delivery route for five cents, or ten cents including return. It is understood that this is impracticable for the present, as the President has made clear his opposition to modifications of the House bill in the Senate which would require conference and might endanger the rate bill altogether. Libraries will at least be grateful for the library book rate as at present conceded.

CANADA for many years has furnished excellent students in considerable numbers to library schools on this side the border, and it is welcome word that a Canadian library school is now to be started in Toronto, under the auspices of the University. Dr. Locke has spared from the Toronto Public Library as director of the school one of the most efficient members of his staff in the person of Miss Winifred Barnstead, chief of the catalog department, and the selection is a good omen for the success of the school. Canada, led by the Province of Ontario, has been making notable progress in library development in the past few years, and a generous rivalry between the States and the Provinces will help both sides.

BOOK censorship is still a live topic in Massachusetts, despite the adjournment of the Legislature without action. Leading Massachusetts librarians have united in a statement supporting the Sedgwick Bill, which will come up at another session. This bill strikes at the heart of the matter by providing against books the tenor of which is opposed to public morals, instead of basing any action on individual passages, on which basis Shakespeare and the Bible could both be ruled out. A second of three bills presented at the last session was that proposed by the booksellers of Boston, which provided for a rather too elaborate method of inquiry and did not safeguard a book from the danger that some phrase put into the mouth of a character might be used as a basis for interference. The result of the Massachusetts discussion will be watched with interest as the question again comes before the Legislature another year. Meantime the situation here remains in confusion.

IF it comes to pass—and what does not come to pass in these days once it is conceived!—the talking book may work something of a revolution in library practice. Such an invention is foreshadowed by Dr. Willis R. Whitney, head of the Research Department of the General Electric Company, tho he has deferred making definite prophesy for at least another month. His plan seems to be for a camera-like box which will contain a long film brought mechanically and electrically into contact with a loud speaker, the film long enough to cover a fifteen-minute speech, and then automatically presenting a new channel so that the outfit will be good for an hour-and-a-half or two hours' reading. It is indicated that the price for an ordinary-sized book may be as low as six dollars. What a blessing will this be to the blind man, and what confusion possibly to libraries! Would the reading room then become a series of sound-proof cubicles? One possible phase will be interesting. The standard children's books may be developed by the talking machine so that even the smallest library may have its children's hour where no such facilities now exist. This would prove a happy makeshift, but nothing can ever take the place of the bright contact of the children's librarian with the child.

LIBRARY ORGANIZATIONS

SCHOOL LIBRARIANS' CONFERENCE

WAYS AND MEANS of maintaining pleasant and profitable relations between public libraries and the teachers in public schools were discussed in several papers read at the meeting of the High School Library Section at the High School Conference held at the University of Illinois, Urbana, last November 17-19. The *Proceedings* have recently been published by the University (High School Visitor's Office, pap., 336 p.).

Mary E. Ahern, the first speaker, described the ways in which properly directed reading may give the young people a deeper intelligence and more rational ideas of the mean-

ing of life. The personal work of the high school librarian is the next most important factor after the curriculum, and a real librarian in such a position can be of more assistance to a student in finding himself than the teacher and the curriculum combined. The librarian of a high school should have only supervisory duties over the technical and clerical work of the library, leaving her time and opportunity to meet and lead the students sent to the library. The school library should turn the instinct of possession toward the ownership of the right books.

The best service the public library can give after school hours is not comparable to that of a well-equipped, well-conducted high school library, said Margaret Corcoran of the State Library, Springfield. The need for public library aid to the high school students depends chiefly upon the type of high school library organization. High school libraries are of four general types: (1) Under the Board of Education and an integral part of the school, with a full-time librarian as member of the faculty, as the Los Angeles, Minneapolis and Detroit; (2) jointly controlled by the public library and school board, avoiding duplication of work and material, as in Portland, Ore., Cleveland, Chicago, and Pittsburgh; (3) with a trained librarian from the public library giving part-time service; and (4) with a teacher-librarian in charge. In this case the custodian is usually a teacher with a minimum of library training who spends part of her time in the high school library. There is little opportunity here for definite direction of the pupils' use of books and libraries, and the burden will fall upon the public library in the rush hours after school. To meet the rush libraries may place a large number of books in special stacks, easily accessible, as an intermediate collection, or gather material at short notice on a special reference shelf, made temporarily non-circulating.

Keeping teachers, and thru them students, in touch with the library, was the subject of a talk by Wilma E. Ponder, Proviso Township High School, Maywood. Some teachers come in regularly and take out twenty-five or thirty books to their classrooms, discuss the books with their pupils, and attempt to arouse interest in them. Others advertise books which they wish to bring before their classes by borrowing book jackets from the library and displaying them upon their own bulletin boards. This is especially helpful in science and art classes. Other teachers request special reserve shelves in the library from which books are issued only for overnight use.

ASSOCIATION OF CANADIAN LIBRARIANS

JOHN RIDINGTON, librarian of the University of British Columbia, Vancouver, is the first president of the Association of Canadian librarians, the movement for which was inaugurated at the Toronto meeting of the A. L. A.

It has been felt by Canadian librarians for some time past that there should be an organization which could deal with matters which were of immediate and particular Canadian concern and which did not in any way come under the view of the American Library Association. At the meeting held in Toronto it was very distinctly stated that there was no idea of having a rival to the A. L. A. but that, on the contrary, the Canadian organization would work in fullest co-operation with both the American and the British library associations.

A committee representative of all parts of the Dominion canvassed the general situation during the last few months and agreed that there was scope for such a body as above indicated. The original momentum for the movement having come from the west, it was felt that it would be most fitting to have a western man as the first head of the organization and the unanimous choice was for Mr. Ridington.

It is proposed to have an executive appointed at once who will represent all sections of the country and to undertake such work as is of immediate importance. The Association, while in process of formation, has, thru representative librarians, been able to negotiate with the Canadian Government with regard to the distribution of government documents and has already assisted in bringing about certain changes which are of distinct advantage to all libraries.

The committee which has considered the situation and made the nomination of Mr. Ridington as provisional president was composed of Fred Landon, London, Ont.; Dr. Gerhard R. Lomer, Montreal; Estelle M. A. Vaughan, St. John, N. B.; J. H. McCarthy, Winnipeg; J. R. C. Honeyman, Regina, Sask.; W. J. Sykes, Ottawa, Ont.; E. S. Robinson, Vancouver, B. C.; and W. J. Sykes, Ottawa.

THE CALENDAR

April 21. New York Regional Catalog group will visit Philadelphia libraries.

May 21-23. In Washington, D. C. Annual conference of the Special Libraries Association.

May 28-June 2. At West Baden, Ind. Annual conference of the American Library Association.

June 26-29. At the Eastland Hotel, Portland, Maine. Joint meeting of the library associations of all the New England states.

IN THE LIBRARY WORLD

NEW YORK

TWO NEW branches were added to the system of the Buffalo (N. Y.) Public Library last year. The Genesee Branch was opened in November, and the North Park Branch was nearing completion when the year ended. The latter is the twelfth branch in the system and the sixth to occupy its own building. Early in 1927 the City Council authorized the purchase of a lot on West Ferry Street, near Grant Street, and later in the year appropriated $35,000 for the construction of a building. The completion of the adult education survey of the city made by the Buffalo Educational Council led to a request that the Buffalo library establish a Bureau of General Information regarding the opportunities available for adult education, which was done.

ONTARIO

FOR twelve years the province of Ontario under the direction of Mr. W. O. Carson, the Inspector of Public Libraries, has held a short course Library School, lengthening its course from nine weeks gradually to fourteen. But the growth of library work has been so pronounced in Canada, and especially in Ontario, that the Department of Education, of which the Prime Minister is the head, conferred with the Board of Governors of the University of Toronto and agreed with them that a library school should be established with a full academic year of work and that it be attached for administrative purposes to the College of Education. Miss Winifred Barnstead, a graduate of Dalhousie, and formerly of the Princeton University Library is to be its director with the rank of associate professor. Miss Barnstead has been head of the Cataloging division of the Toronto Public Library and instructor in the Ontario Government Library Training School.

The organization of the School is but a part of the expansion of the library work in Ontario: the development of the rural libraries, the travelling libraries, the planning of such help as is afforded to the isolated settler as is being done now in England and Scotland thru the county libraries and the Central Library for Students.

PENNSYLVANIA

THE Pennsylvania State Library under the direction of Frederick A. Godcharles is conducting a twelve weeks' radio program on "Books and Library Service." It has to be broadcast on Monday evenings from 5:45 to 6 o'clock, beginning April 2, from station WMBS, Harrisburg.

Mr. Godcharles was first speaker on the programme. Governor John S. Fisher will also speak in behalf of libraries. Other authorities on books and libraries will be heard in the course of the series.

The topics are scheduled as follows:

April 2. Frederic A. Godcharles. State Library Service.
April 9. Dr. C. Waldo Cherry. Books to read.
April 16. Gov. John S. Fisher. Why libraries are of value to the Commonwealth.
April 23. Anna A. McDonald. Your Pennsylvania libraries.
April 30. Ethel M. Fair. Children's books.
May 7. Alice R. Eaton. The Dauphin County library.
May 14. Dr. C. Waldo Cherry. On books.
May 21. Ethel M. Fair. County Library service.
May 28. Anna A. MacDonald. How to get a county library.
June 4. Isaac D. App. What does the county library accomplish?
June 11. Dr. C. Waldo Cherry. Commencement and books.
June 18. Alice R. Eaton. Warm weather reading.

Each evening's program is in charge of "The Librarian," of concealed identity, who introduces the speakers, acknowledges the communications received from persons in the radio audience and gives continuity to the series.

These talks are particularly timely as a number of communities in the state are considering county library service.

And for these people an additional feature is offered by the Division of Library Extension to groups wishing to promote the idea. A paper on "County Library Service" may be obtained on application from the Division for use over other radio stations. Instructions for broadcasting and the use of the talk accompany the paper.

This entire programme, the first to be presented by a state library agency, is offered as a contribution from Pennsylvania to the A. L. A.'s development of library publicity.

KENTUCKY

PRIOR to the establishment of the Kentucky Library Commission in 1910 there were few public libraries in the state and the rural schools were practically without libraries. Today public libraries are in operation in all the towns and cities exceeding 2,000 in population and in many of the smaller towns. The commission, operating on a very small fund, is attempting to carry the same work on less than half the amount expended by other states. The North Carolina annual appropriation for Commission work is $25,000. The Kentucky commission is asking that the Budget Committee recommend

for the approval of the legislature an annual appropriation of $17,500 for library extension in the state. Nearly thirty thousand books and magazines were sent from the office of the commission in the biennium ending July 1, 1927. Stations to the number of 1,041 were maintained in 120 counties of the state.

Reports from the field show that there are sixty-nine public and fifty-six reference and institutional libraries in the state, a total of 125 libraries in operation, an increase of eigthy-nine since the establishment of the commission. Fifty-four of the public libraries are free institutions. Ten college and institutional libraries and four small public libraries were added to the list in the past two years.

MISSOURI

TWENTY full years of state library service were marked off by the Missouri Library Commission with the close of the year 1927. In accordance with legislation passed by the forty-third general assembly of Missouri in 1907 the commission was organized with Purd B. Wright as president. Elizabeth B. Wales became executive secretary in October. During the remaining weeks of that year a survey of library conditions in the state was made and books purchased as a nucleus of traveling library service. To this small collection were added twenty-three cases of books donated by the Missouri Federation of Women's Clubs, to whom should be given credit for organizing the first traveling libraries in the state, sending its first one to Montrose, Henry County, in March, 1899. For nine years this service was continued, a few groups being added each year until about 1300 books were in circulation in the rural sections of the state.

At the end of the first year the book collection in Jefferson County numbered about six thousand volumes with which three hundred requests for reading matter were answered. After twenty years, there are 28,982 volumes at the disposal of Missouri readers, and in the twentieth year of its work 4,444 requests were answered with a circulation of 41,427 books. The number of public libraries has increased from nineteen to forty-five, serving as yet only 45 per cent of the population of the state.

UNION OF SOVIET REPUBLICS

ON APRIL thirtieth the Institute for Library Science of the All-Union Lenin Memorial Library in Leningrad, the first and only library school in the Soviet Union, will celebrate its fifteenth anniversary, with the notable achievement behind it of having trained about thirty-five hundred librarians. The current year is a record year in the work of the school, with 111 students enrolled in the regular two-years' course and 303 students enrolled for single courses, making a total of 414.

The celebration is under the direction of Mme. L. Haffkin-Hamburger, its original proposer and tireless director. Her project of the first library courses in Russia was unanimously approved by a large conference for professional education as early as 1901. The imperial government withheld its approval, however, and for the next nine years Mme. Haffkin-Hamburger tried in many cities and with numerous organizations to realize her plans before she awakened the interest of the Shaniavsky University at Moscow, which according to its peculiar statutes could open any new courses without the special governmental authorization required at that period everywhere else. The necessary money was given by a Mr. Shakhov, out of pique with the government. The library courses were opened by the University on April 30, 1913, with an enrollment of 357 students from all parts of the country. In a fortnight an interpellation was made by the extreme right in the State Douma, inquiring why the Government was tolerating so dangerous a thing as library training. The school, however, developed unmolested until the Revolution of 1917. It was reorganized somewhat later into an Institute for Library Science which does research work besides giving library training. This work is done partly by individual members, partly by committees, which have held 221 sessions in the last five years, since the Institute is a department of the large All-Union Library.

Other activities of the Institute comprise meetings of Moscow librarians (at thirty-four meetings, attended by 2,293 persons, at which fifty papers were read and discussed), consultations in library economy, verbal and written (total 1,899), exhibitions on library topics (36), and group visits to its fine Library Museum (seventy-eight group visits with a total attendance of 1,399). The number of printed works executed by members of the Institute in the last five years is seven, in ten editions, and in the previous period, mostly by members of the staff, fifteen in thirty editions. The Institute has in press the first issue of its illustrated *Bulletin* (122 pages), including in its contents the first part of the cataloging code, elaborated by the Cataloging Committee of the Institute on the basis of the A. L. A. rules, and an extract from the union list of foreign periodicals in the Moscow libraries. The fifth edition of Mme. Haffkin-Hamburger's *Manual for Libraries* (326 pages) will be ready soon. It is her three hundred and seventy-first printed work.

CURRENT LITERATURE AND BIBLIOGRAPHY

THE High School Library section of the annual high school conference held at the University of Illinois in November drew an attendance of seventy-five high school librarians of Illinois and others interested. The papers read before this section have been printed in the *Proceedings* of the High School Conference of 1927, pages 173-194.

Essentials in Library Planning is the title given by the A. L. A. to its reprint of three articles in the *Architectural Forum* for December by Arthur E. Bostwick, Samuel H. Ranck and Edward L. Tilton, the first two of which papers have been given in abstract in the LIBRARY JOURNAL. Numerous photographs and simplified plans add much to the value of this publication which at ninety cents is within the reach of even the smallest library.

CLARIBEL R. BARNETT, librarian of the U. S. Department of Agriculture, contributed two articles, the thirty-third and thirty-fourth in the series, to the Topical Survey of the Government recently published in the *United States Daily*, describing the resources and activities of the main library and bureau libraries, containing now over 200,000 volumes and with a dictionary catalog at the main library of over half a million cards. The description of the contents of the bureau libraries is especially useful.

THE League of Young Librarians with headquarters at 5 Andô-jibashi-dôri IV, Minami-ku, Osaka, Japan, office of F. Mamiya and Co., publishers, has launched a quarterly journal entitled *Toshokan Kenkyû*, the first number of which is dated January, 1928.

This pleasing 100-page octavo number contains discussion of a system of Japanese author numbers, a translation of Ernest C. Richardson's *Classification, Theoretical and Practical*, published by Scribners in 1901 and revised in 1911—to be continued—and of the same author's review of "Classification 1876-1926" in the LIBRARY JOURNAL of December 1, 1926.

Then come an exposition of the characteristics of the dictionary catalog and some reflections on school library management, a paper on the study of classification, and an illustrated article on simplified book-mending—the first of a series.

THE projected *Year's Work in Library Studies* of the British Library Association has not so far received the support necessary to justify the Association's beginning the series with the achievements of the year 1927 as was originally planned. Readers of the JOURNAL will recall that a survey was planned, international in scope, of the year's chief publications in books or journals on librarianship with footnote references, forming practically a classified bibliography of librarianship in its widest sense: palæography and archives, bibliography, and present-day library development. About five hundred subscribers will be needed to assure the inauguration of the series which will be under the personal editorship of Arundell Esdaile, editor of the *Library Association Record*, to whom subscriptions may be addressed at 50 Lansdowne Road, London, W. 11.

NOW ready for distribution is the first number of the *Loyola Educational Index* (dated February, 1928) which is to appear in February, April, June, October and December, with a cumulation for the year in December. Periodicals listed (almost one hundred) "include all the leading educational and psychological journals of a strictly scientific nature published in the English language," and in addition to the index to current literature each issue will contain notices of new books on education and psychology. Where possible a plus sign is used to indicate that an article listed defends the affirmative side of the question and a minus sign indicates that it takes a hostile attitude.

The editor is Austin G. Schmidt, head of the Department of Education of Loyola University and editor of the Loyola Educational Digest.

A REVISED edition of *The Picture Collection* which was formerly published as part of the American Library Economy Series as illustrated by the Newark Public Library under the leadership of John Cotton Dana and published by the Elm Tree Press at Woodstock, Vt., has been published by the H. W. Wilson Co.

In addition to the list of subject headings, which occupies nearly one half of the volume, sections are devoted to discussion of: How pictures are obtained, methods of storing, the charging system, use of the library's picture collection by schools and by the general public, classification. There are also lists of books and brochures on visual education, art appreciation, and picture study for the schools, and of reference tools for identifying and classifying pictures, and of addresses of publishers of pictures. The price of the pamphlet is 90 cents. It is bound in paper similar to the *Subject Headings for the Information File* which appeared not long ago.

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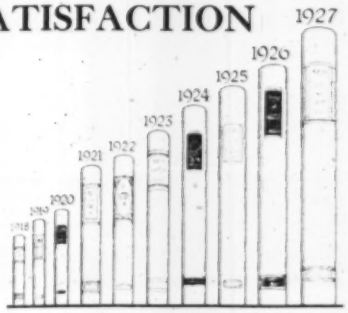

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"BROAD as the field of education itself" is the scope of the *List of Educational Subject Headings* prepared by L. Belle Voegelein for the Committee on the Classification of Educational Materials of the N. E. A. Commission on Coordination of Research Agencies.

The compilation is intended to be "a systematic and comprehensive classification of educational activities and functions covering the entire field of education," giving ready assistance to educators and librarians in the systematic preparation of references to educational literature and in the filing of materials. A recommendation of the N. E. A. Commission in 1922 led to the working out of a tentative list based on A. L. A., Library of Congress, and *Readers' Guide* practice by Margaret Doherty in 1923. This list was submitted for criticism to leading educators and librarians and after Miss Doherty's resignation, the work was continued by Miss Voegelein under the direction of B. R. Buckingham, director of the Bureau of Research at Ohio State University.

Attractively printed in two columns on a wide-margined page, about one-third of the length of which is free for users' annotations, and strongly bound in gray buckram, this makes an attractive as well as a useful tool which will be reviewed in a later number of the JOURNAL.

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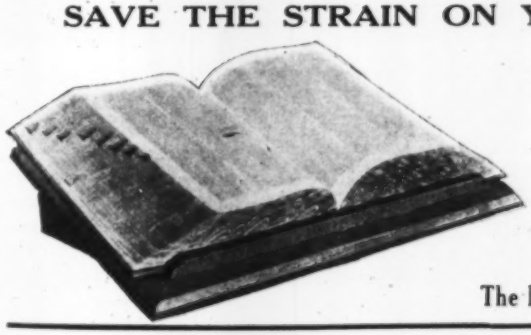

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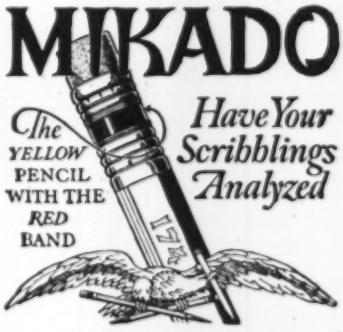

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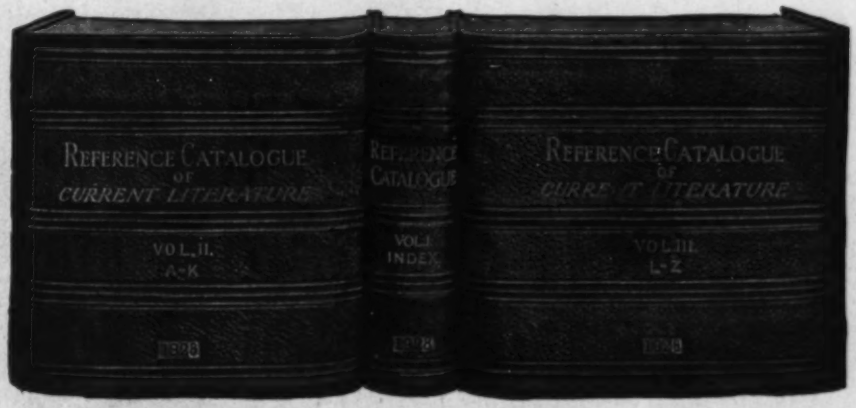

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